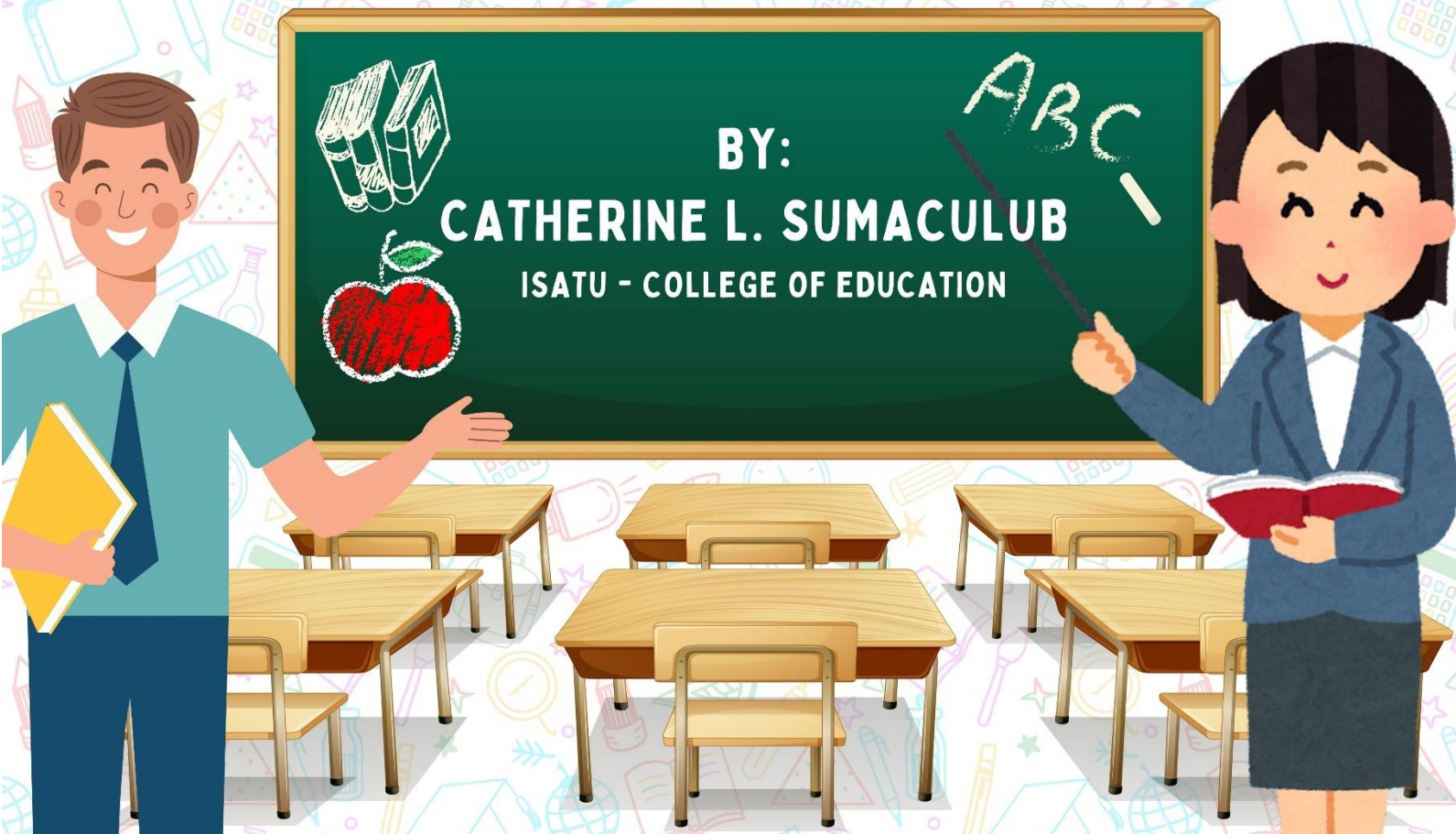


# The Teacher and the School Curriculum

Learning Modules for Individualized Instruction



# CHAPTER 1: UNDERSTANDING CURRICULUM

## LESSON 1 – VARIOUS DEFINITIONS OF CURRICULUM

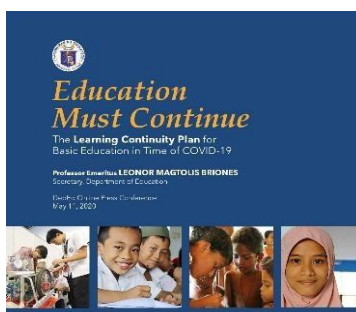
<b>INTRODUCTION</b>	This chapter captures the basic concepts, nature and scope and basic meanings of curriculum, foundations and curriculum conceptions and significant pieces of literature and theories that will help curriculum workers, teachers, and students to understand the learning processes
<b>MODULE OUTCOMES</b>	This module aims to describe the school curriculum in terms of its definition in different perspectives, nature and scope and provides a wider viewpoint for the teachers.
<b>LEARNING OUTCOMES</b>	At the end of the lesson, the students must have: <ol style="list-style-type: none"> <li>1. defined curriculum from different perspectives</li> <li>2. described the nature and scope of curriculum</li> <li>3. analyzed the different curriculum conceptions</li> </ol>
<b>ACTIVATE</b>	

### Read Today's Headlines

1. "PCOO assists DepEd on blended learning materials"
2. "CHED: Colleges, universities may still add Filipino to curriculum"
3. "DepEd: Curriculum to undergo changes"
4. "Philippines needs to improve its education system"
5. "Education in the face of a pandemic: Should parents shift to homeschooling?"



<https://philippineslifestyle.com/wp-content/uploads/DepEd-blended-learning-no-need-to-buy-gadgets.png>



<https://www.deped.gov.ph/wp-content/uploads/2020/05/May-11-DepEd-Online-Press-Conference-page-001.jpg>



<https://www.compassion.com/Images/letter-writing-ideas-assistance.jpg>

What can you say about these headlines? Do these reflect what are going on in our school? Should the public know and be involved in the schooling of the citizens? What are the implications of each headline to the classroom curriculum?

Write your thoughts on the space provided.

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## ACQUIRE

Whether the curriculum is taken in its narrow view as a listing of subjects to be taught in school or broadly as all learning experiences that individuals undergo while in school, we cannot deny the fact that curriculum should be understood by teachers and other stakeholders. For curriculum affects all teachers, students, parents, politicians, businessmen, professionals, government officials or even the common people.

The term “curriculum” lacks a universally accepted definition, making it a concept often seen as fragmented, elusive, and confusing. Originating from the Latin word *currere*, which referred to the oval track for Roman chariot races, the term has evolved in various ways. According to the New International Dictionary, a curriculum encompasses the entire body of courses offered by an educational institution or department. The Oxford Dictionary, on the other hand, defines it as the courses taught in schools or universities.

Different people interpret curriculum in various ways. Some educators equate it with the syllabus, while others view it as the sum of all teaching and learning experiences a student encounters in school. The numerous definitions reflect its dynamic nature, influenced by different modes of thought, pedagogies, philosophies, and political and cultural perspectives.

### Some Definitions of Curriculum

1. A prearranged and directed set of learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the umbrellas of the school, for the learners’ constant and willful growth in personal social competence. (Daniel Tanner, 1980)



2. A written document that systematically describes goals planned, objectives, content, learning activities, evaluation procedures and so forth. (Pratt, 1980)
3. The contents of a subjects, concepts and tasks to be acquired, planned activities, the desired learning outcomes and experiences, product of culture and an agenda to reform society make up a curriculum. (Schubert, 1987)
4. A curriculum includes “all of the experiences that individual learners have in a program of education whose drive is to achieve broad goals and related specific objectives, which is intended in terms of a background of theory and research or past and present professional preparation”. (Hass, 1987)
5. As a program of activities (by educators and learners) prepared so that pupils will maximize its capacity to achieve so far as possible certain educational and other schooling ends or objectives. (Grundy, 1987)
6. A plan consists of learning chances for a specific time frame and place, a tool that aims to bring about behavior changes in students as a result of planned activities and includes all learning experiences received by students with the guidance of the school. (Goodland and Su, 1992)
7. Curriculum as list of subjects. This definition suggests that curriculum is the “stable” or the traditional subjects offered in the school curriculum such as Mathematics, Language, Science, Music, Arts and others.
8. Curriculum as learning experiences. This definition includes students’ curricular and co-curricular activities and the learning experiences they come across inside or outside the school. This definition includes the hidden curriculum, or those things learned by the students as a result of their experiences in the school. In short, it includes the culture of the schools and so much more from the influences of society.
9. Curriculum as intended learning outcomes. This definition includes a list of learning capabilities or principles that students should acquire in school.
10. Curriculum as planned learning experiences. This includes documents focusing on the contents, objectives or general concepts of what learners should acquire in school or in a specific area given.
11. Curriculum as discipline. Curriculum as an area or discipline has its own ideologies, systems and practices.
12. Curriculum as content or subject matter. This definition views curriculum as a sequence of units or discipline under each subject area.

**APPLY**

**Activity 1** – In this activity, let us find out how teachers, students, educators, define curriculum from their own points of view.

Try to inquire from the following persons identified below (thru text messages, video calls, chat, etc.). Allow them to share their views/ideas on what Curriculum is.

Record their answers and present the definition in a matrix like the one below. Try to note their discussions with you and you may compare them as to the similarities and differences of their ideas.

<b>Persons Interviewed</b>	<b>Answer to Question: What is Curriculum to You?</b>
<i>Elementary Grades Teachers</i>	
<i>School Principals</i>	
<b>Persons Interviewed</b>	<b>Answer to Question: What is Curriculum to You?</b>
<i>Professor</i>	
<i>School Personnel</i>	
<i>Non-education College Student</i>	

Comments /Observations:

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## ASSESS

1. How do you view your school curriculum?

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2. Try to study and analyze the pictures below and write your personal definition of curriculum.



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b. \_\_\_\_\_

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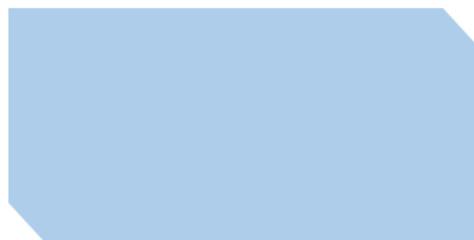
## CHAPTER 1

### LESSON 2 – CURRICULUM: NATURE, ITS DEVELOPMENT AND PURPOSE

<b>Module Outcome</b>	This module intends to introduce the elements of curriculum that will strengthen the knowledge and understanding on its developments and purposes.
<b>LEARNING OUTCOMES</b>	At the end of the lesson, the students must have: 1. discussed the concepts of school curriculum 2. enhanced the understanding of the nature and purposes of curriculum
<b>ACTIVATE</b>	

How do you view school's curriculum when you were in senior high school? Make use of the boxes below.

**CURRICULUM**



## ACQUIRE

The curriculum encompasses everything that occurs within a school setting. It includes the learning objectives and plans to be achieved by the end of a term, the content to be learned, and the experiences students undergo. It also covers the overall program of studies, learning resources, and materials. Essentially, it involves all activities, both inside and outside the classroom, that are planned and facilitated by teachers. In summary, the curriculum represents the total learning engagement of students under the guidance of their teachers.

The curriculum is as dynamic as societal changes. In a narrow sense, it can be seen as a list of subjects to be taught in school. However, in a broader sense, it encompasses the total learning experiences of individuals, both in school and in society. The curriculum serves as the school's guiding framework. Without it, a school would be like a rudderless boat, drifting aimlessly with every new educational trend.

The Curriculum Development System, therefore, represents the entirety of learning content, experiences, and resources that a school intentionally selects, organizes, and implements. This system is crucial for the school's unique instructional mission and overall human development.

Development is a specific word that connotes change.

### **Change means:**

- \* Any alteration or modification in the existing order of things.
- \* Only positive change brings about development.

Only positive results out of the changes made can bring about development. This will mean that a person or a group can proceed to the next level of accomplishment. Curriculum development then should be focused on the drawing up of ideas for making the teaching and learning activities inside the classroom more meaningful that could really lead the learners to achieve positive changes in their lives.

### **Three Fundamental Elements: (Tyler)**

**1. Purpose** – Which specifies the objectives and directions the school needs to achieve

**2. Means** – Which recommends the learning experiences and instructional materials that are to be selected, organized, and implemented to realize the purpose. This speaks on how the objectives will be achieved and carried out into action.



**3. Assessment of Outcomes** – which indicates as to what extent the purposes have been met.

## **Curriculum: Concept, Nature and Purposes**

### **Curriculum from Different Points of View**

**1. Traditional Points of View** – all areas of study should be composed or associated with their foundations, domains of knowledge as well as its research, theories, and principles.

**2. Progressive Points of View** – overall learning experiences of the individual, thought is not derived from action but tested by application. Therefore, actions should produce realizations. Key points include; learning by doing, hand on learning and active interplay with others. (John Dewey)

### **Three Interacting Processes in Curriculum Development**

**1. Planning Phase** – involves the assessment of the learners' need, the learning outcomes to be achieved to address the needs, formulation and selection of the learning areas and specific contents to be taught and other learning activities to be carried including the approaches, strategies, methodologies that fit to carry out the identified goals and the evaluation procedures to measure as to the degree the outcomes have been met.

**2. Implementation Phase** – involves the teachers' capacity to implement what has been planned. Based on the objectives, this means to try to put all the plans into action considering the appropriate learning activities for the purposes to be achieved. This stage will focus on how the contents will be delivered inside or outside the classroom.

**3. Evaluation Phase** – this is the matching of identified objectives with the learning output or product. The type of evaluation tool should be chosen to fit or jibe with the purposes set.

### **Curriculum Conceptions**

**1. Academic Rationalist Conception-** considered as the ancient among the curriculum conceptions. It stresses the significance of different bodies of knowledge, known as disciplines or subject areas, as the focus of the curriculum.

**2. Cognitive Processes Conception-** seeks to develop a selection of cognitive skills that are appropriate to a comprehensive range of intellectual problems. The subject matters are mechanisms or tools for developing these cognitive skills that are permanent in every learners' lives.

**3. Humanistic Conception-** emphasizes the idea that curriculum or education is an mechanism for developing a total package individual with a complete development of human dimensions. It seeks to help individuals determine and develop their unique characters. It stresses that curriculum should focus on the needs and interests and capabilities of individuals.

**4. Social Reconstructionist Conception-** stresses that school or schooling should be the best avenue for social change and reforms. It also views that curriculum should address the issues, concerns, problems and demands of society.

**5. Technological Conception-** is preoccupied with the development of means as to strategies, methodologies, approaches and methods to achieve curriculum or educational goals. It views schooling as a complex system that can be analyzed in its fundamental elements.

**6. Eclectic Conception-** is where curriculum workers find themselves aligning their ideas with two or more curriculum conceptions. Hence, this curriculum conception restates the realities in curriculum development that each of the curriculum conceptions is to be considered and is dominant to a certain extent in designing the curriculum.

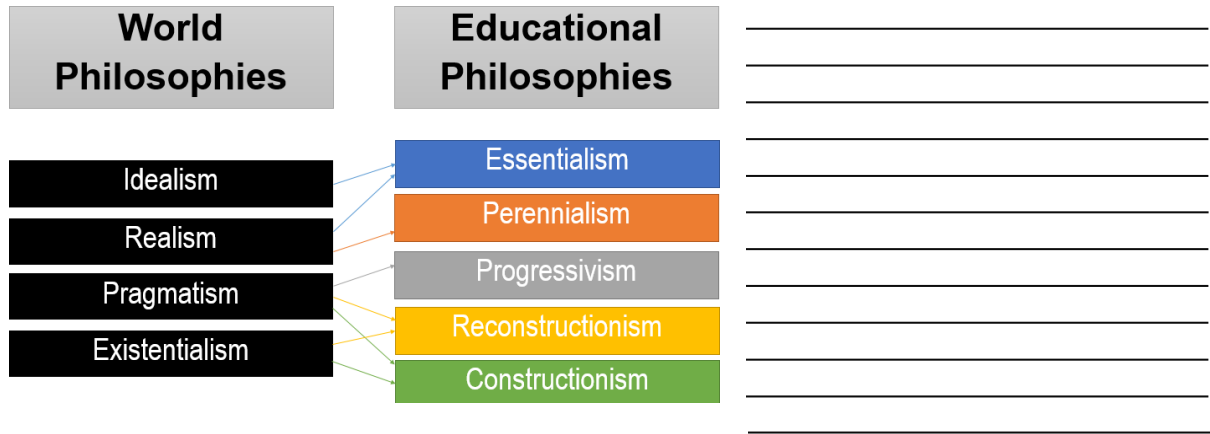
### APPLY

Direction: Answer the question “what is curriculum?” Provide two views for Traditional and another two views for Progressive. Present your answer in a matrix like the one on the next page.

### What is Curriculum to Me?

	Views of Curriculum	Justification
Traditional		
Progressive		

Try to assess a philosophy of your school's curriculum. Examine what curriculum conception it is anchored to.




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## ASSESS

Answer the following questions.

1.Can a School exist without a curriculum? Defend your answer.




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2. How important is the curriculum for school managers, teachers, and students?



<https://www.neeuro.com/wp-content/uploads/1-9.jpg>

**a. School Managers**

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**b. Teachers**

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**c. Students**

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## CHAPTER 1

### LESSON 3 – MAJOR FOUNDATIONS OF CURRICULUM

<b>Module Outcome</b>	This module aims emphasize how each foundation influences the processes in curriculum development
<b>LEARNING OUTCOMES</b>	At the end of the lesson, the students must have: 1. discussed the details of the foundations of curriculum 2.clarified how each foundation influences the curriculum development
<b>ACTIVATE</b>	

Review the following theories in learning. Discuss briefly their contribution to the educational process.

**Behaviorist**



**Cognitive**



**Humanistic**



## ACQUIRE

### Philosophical Foundation

The philosophical foundation of a curriculum is crucial in defining the core purpose of education and the roles of its participants. While various foundations suggest setting curriculum goals, philosophy provides the underlying thought process that shapes these goals. It clarifies the teacher's role, which can range from an authoritative figure to a guiding mentor, and the student's role, which can vary from a passive recipient to an active participant in their own educational journey.

#### A. Perennialism

Aim	Role	Focus
<ul style="list-style-type: none"><li>To teach the rational person; to nurture the intellect</li></ul>	<ul style="list-style-type: none"><li>Teachers provide room for students to get exposed to situations where they can think with reasons</li></ul>	<ul style="list-style-type: none"><li>Classical subjects, literary analysis and curriculum is endless</li></ul>

#### B. Essentialism

Aim	Role	Focus
<ul style="list-style-type: none"><li>To promote the intellectual growth of the individual and educate a competent person</li></ul>	<ul style="list-style-type: none"><li>To promote the intellectual growth of the individual and educate a competent person</li></ul>	<ul style="list-style-type: none"><li>Vital skills of the 3R's and essential subject of English, Science, History, Mathematics and Foreign Language</li></ul>

#### C. Progressivism

Aim	Role	Focus
<ul style="list-style-type: none"><li>To promote the intellectual growth of the individual and educate a competent person</li></ul>	<ul style="list-style-type: none"><li>Knowledge leads to growth and development of lifelong learners who actively learn by doing knowledge is a bridge to achieve growth and development for learners who will have an active interplay and actively learn by doing</li></ul>	<ul style="list-style-type: none"><li>Subjects are interdisciplinary, integrative, and interactive. It focused on students' interest, human problems and affairs.</li></ul>

## D. Reconstructionism

Aim	Role	Focus
<ul style="list-style-type: none"><li>To improve and reconstruct society, education for change</li></ul>	<ul style="list-style-type: none"><li>Teachers act as agents of change and reforms in various educational projects including research.</li></ul>	<ul style="list-style-type: none"><li>Concentrates on present and future trends issues of national and international interests</li></ul>

## Historical Foundation

Exploring the historical foundations of curriculum can foster a sense of freedom and inspire educational reform. By reviewing the history of education, we can step beyond the present moment, gain a broader perspective, and see our place within it. This helps us recognize that education must remain dynamic to be effective. History reveals that this has been true throughout the centuries. Ideas can evolve, and groups can break free from flawed assumptions; history demonstrates that the current state of affairs does not have to be permanent..

**A. Franklin Bobbit** – presented curriculum as a science that emphasizes students' need, prepares students for adult life.

**B. Werret Charters** – the subject matter and the activities are planned by the teacher.

**C. William Kilpatrick** – the purpose of the curriculum is child development and growth.

**D. Harold Rugg** – curriculum should develop the whole child; child-centered.

**E. Hollis Caswell** – curriculum is a set of experiences developed around social functions and learners' interests.

**F. Ralph Tyler** – aims to educate generalists and not specialists.

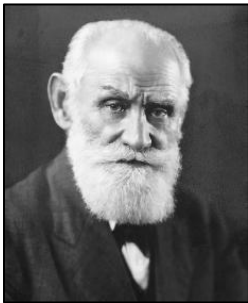
## Psychological Foundations of Curriculum

Psychology offers a source to understand the teaching and learning process. It combines fundamentals of the learning process. Questions which can be addressed by psychological foundations of education are:

How should curriculum be established to enhance learning?

What is the ideal level of students' participation in learning the various contents of the curriculum?

### Association and Behaviorism



[https://swih-826d.kxcdn.com/wp-content/uploads/2010/08/uewb\\_08\\_img0547.jpg](https://swih-826d.kxcdn.com/wp-content/uploads/2010/08/uewb_08_img0547.jpg)

#### A. Ivan Pavlov

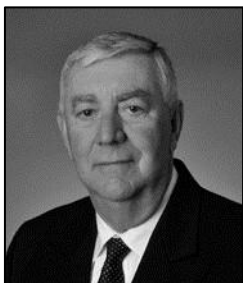
- ❖ Father of the Classical Conditioning Theory
- ❖ What is vital to a child's learning in early years of life is to allow them to develop and embrace the idea of what they want to become in the future (The vital to learning in early years of life is to train them what you want them to become.)
- ❖ S-R Theory (stimulus –response) is a basis of learning practice called instruction.



<https://i.pinimg.com/600x315/c0/48/76/c04876e4bba54b0e9d8f14f106ecef2f.jpg>

#### B. Edward Thorndike

- ❖ Advocated the Connectionism Theory
- ❖ Recommended the three laws of learning
  - Law of Readiness
  - Law of Exercise
  - Law of Effect
- ❖ Specific stimulus has specific response



[https://professionallyspeaking.oct.ca/march\\_2011/visuals/GO/RGagne.jpg](https://professionallyspeaking.oct.ca/march_2011/visuals/GO/RGagne.jpg)

#### C. Robert Gagne

- ❖ Proposed the Hierarchical Learning Theory
- ❖ Behavior is based on prerequisite conditions
- ❖ Introduced tasking in the formulation objectives

## Cognitive Information Processing Theory



[https://upload.wikimedia.org/wikipedia/commons/6/67/Jean\\_Piaget\\_in\\_Ann\\_Arbor.png](https://upload.wikimedia.org/wikipedia/commons/6/67/Jean_Piaget_in_Ann_Arbor.png)

### D. Jean Piaget

- ❖ Labels cognitive development in terms of stages from birth to maturity
- ❖ His contributions include:
  - a stage theory of child cognitive development,
  - detailed observational studies of cognition in children, and a series of simple but ingenious tests to reveal different cognitive abilities.



[https://upload.wikimedia.org/wikipedia/en/7/7e/Lev\\_Vygotsky.jpg](https://upload.wikimedia.org/wikipedia/en/7/7e/Lev_Vygotsky.jpg)

### E. Lev Vygotsky

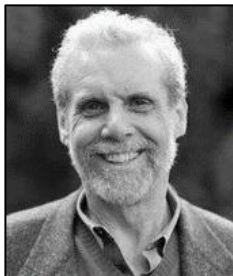
- ❖ Known of his Cultural transmission and development
- ❖ Believes that Learning precedes development
- ❖ Sociocultural development theory



<https://howardgardner01.files.wordpress.com/2012/06/howard-gardner-316.jpg?w=584>

### F. Howard Gardner

- ❖ Multiple intelligences



[https://media-exp1.licdn.com/dms/image/C5603AQEzcVPU6h8Qrg/profile-displayphoto-shrink\\_200\\_200/0?e=1597276800&v=beta&t=smVly\\_39pfC1G8Na4xrM9fUjWdCUibHoftsTUsnr3ok](https://media-exp1.licdn.com/dms/image/C5603AQEzcVPU6h8Qrg/profile-displayphoto-shrink_200_200/0?e=1597276800&v=beta&t=smVly_39pfC1G8Na4xrM9fUjWdCUibHoftsTUsnr3ok)

### G. Daniel Goleman

- ❖ Emotion contains the power to affect action

## Humanistic Psychology

### H. Gestalt

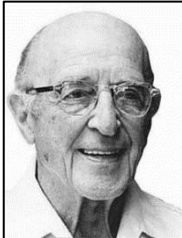
- ❖ Learning is explained in terms of “wholeness” of the problem
- ❖ Human beings do not respond to isolated stimuli but to an organized or pattern stimuli



### **I. Abraham Maslow**

- ❖ Self-Actualization Theory

[https://media-exp1.licdn.com/dms/image/C5603AQEzcVPU6h8Qrg/profile-displayphoto-shrink\\_200\\_200/0?e=1597276800&v=beta&t=smVlv\\_39pFC1G8Na4xrM9fUmWdCUjbHofTsTUsnr3ok](https://media-exp1.licdn.com/dms/image/C5603AQEzcVPU6h8Qrg/profile-displayphoto-shrink_200_200/0?e=1597276800&v=beta&t=smVlv_39pFC1G8Na4xrM9fUmWdCUjbHofTsTUsnr3ok)



### **J. Carl Rogers**

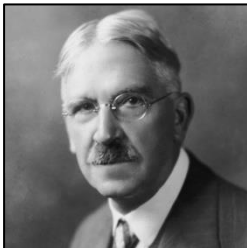
- ❖ Nondirective and Therapeutic Learning

[https://cdn.psychologytoday.com/sites/default/files/styles/amp\\_metadata\\_content\\_image\\_min\\_1200px\\_wide/public/blogs/30329/2011/01/53037-44015.jpg?itok=I3Cw0Pyz](https://cdn.psychologytoday.com/sites/default/files/styles/amp_metadata_content_image_min_1200px_wide/public/blogs/30329/2011/01/53037-44015.jpg?itok=I3Cw0Pyz)

## **Social Foundations of Curriculum**

### **K. Schools and Society**

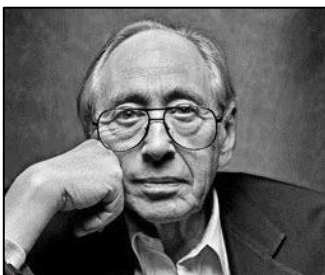
- ❖ Society as a source of change
- ❖ School as agents of change
- ❖ Knowledge as an agent of change



### **L. John Dewey**

- ❖ Considered two fundamental elements – schools and civil society – to be major topics needing attention and reconstruction to encourage experimental intelligence and plurality

[https://www.biography.com/image/t\\_share/MTE1ODA0OTcxNjA4Mjc4NTQx/ohn-dewey-9273497-1-402.jpg](https://www.biography.com/image/t_share/MTE1ODA0OTcxNjA4Mjc4NTQx/ohn-dewey-9273497-1-402.jpg)



### **M. Alvin Toffler**

- ❖ Believe that knowledge should prepare students for the future
- ❖ Suggested that in the future, parents might have the resources to teach prescribed curriculum from home as a result of technology, not in spite of it. (Home Schooling)
- ❖ Foresaw schools and students worked creatively, collaboratively, and independent of their age.

[https://i2.wp.com/thushistory.com/wp-content/uploads/2016/07/Alvin\\_Toffler\\_02.jpg?fit=294%2C408](https://i2.wp.com/thushistory.com/wp-content/uploads/2016/07/Alvin_Toffler_02.jpg?fit=294%2C408)



## APPLY

How do philosophical, psychological, historical and social foundations influence the development of a curriculum?

**Philosophical Foundation**

**Psychological Foundation**

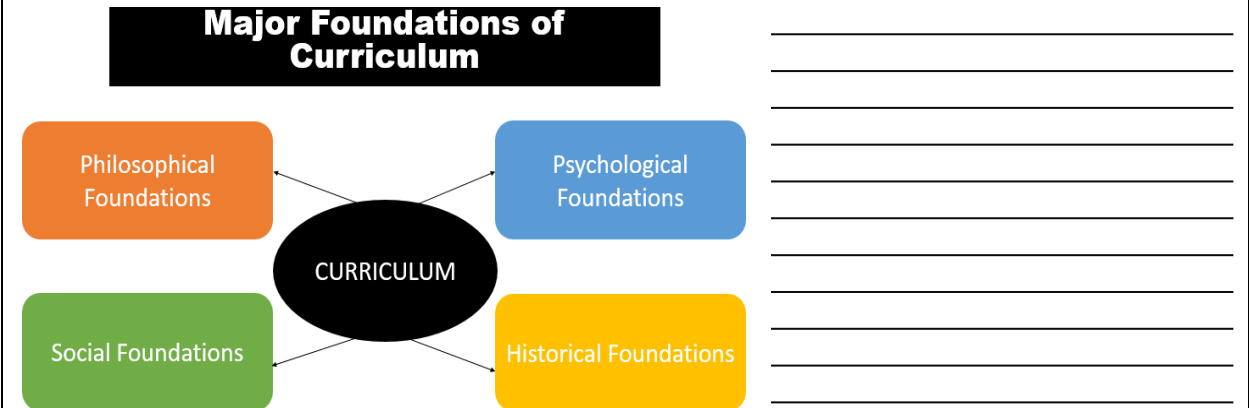
**Historical**

**Social foundation**

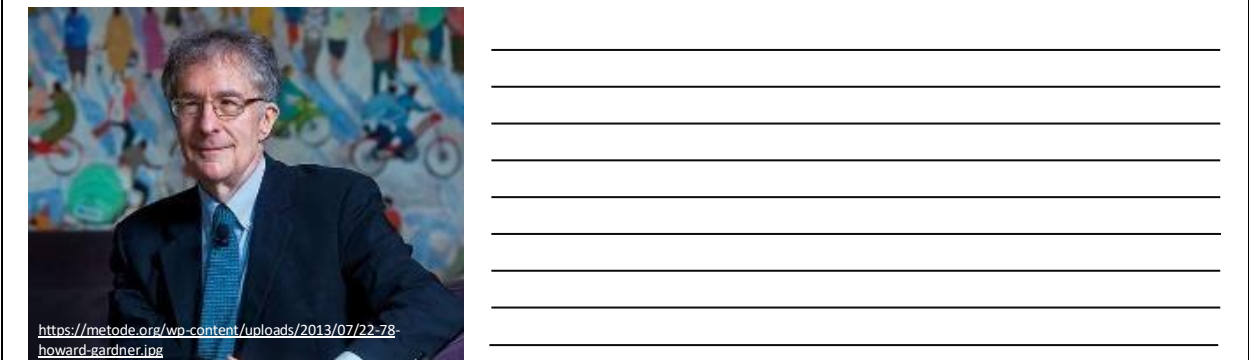
ASSESS	
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Answer the following questions.

1. Identify which among the foundations of curriculum have influenced what you have learned in school as a college student?



2. How will the thinking of Howard Gardner influence your teaching practice in the future?





<https://metode.org/wp-content/uploads/2013/07/22-78-howard-gardner.jpg>

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3. Do you agree with John Dewey's principle? Defend your answer.

**John Dewey**  
*Father of Educational Philosophy*

***"Education is life itself."***



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## **CHAPTER 2: CURRICULUM DESIGN**

### **LESSON 1 – PRINCIPLES AND DIMENSIONS OF CURRICULUM DESIGN**

INTRODUCTION	This chapter presents different curriculum designs identified by several experts and scholars in curriculum studies. The different curriculum principles, dimensions, and designs provide an insight on how subjects and disciplines are organized into learning areas that will able the learners to identify what teachers intend them to learn.		
MODULE OUTCOME	This module aims explain the different dimensions and some guiding principles in its use in curriculum development.		
LEARNING OUTCOMES	At the end of the lesson, the students must have: 1. considered the impact of some of the dimensions of curriculum design 2. provided some principles in its use in curriculum development 3. identified the fundamentals of curriculum designing		
ACTIVATE			
<div>Writing</div> <div>Math</div> <div>Science</div> <div>Reading</div> <div>Spelling</div> <div>Language Arts</div> <p>Try to recall the past subjects you enrolled in before and realize how they are logically related to one another. Make a short description to clarify your answer.</p>			
Subjects		Relationship to other Subjects	Description

**Dimensions of Curriculum Design**

**Scope** – Tyler Ornstein (2004) defines scope as all the content, topics, learning experiences and organizing threads comprising the educational plan the extent of the area or subject matter that something deals with or to which it is relevant. specifically refers to the breadth of the curriculum the organizing threads that constitute the skills and content that teachers are expected to include in their instruction Scope does not only refer to the cognitive content, but also to the affective and psychomotor content.

**Sequence** – To ensure continuous and cumulative learning, a vertical relationship among curriculum elements establishes a sequence. This sequence includes plans and materials designed to support and extend children's learning at different developmental stages. The content and experiences are organized hierarchically, based either on the logical structure of the subject matter or the developmental patterns of growth in the cognitive, affective, and psychomotor domains. This hierarchical arrangement helps create a coherent and progressive learning experience for students.

**Four Principles for Sequence (Smith, Stanley and Shore; 1957)**

1. **Simple to Complex Learning** – Content and experiences are organized from simple to complex, from concrete to abstract, from easy to difficult. Simple to complex says that when presenting the different activities or assigned tasks to the learners, start with the simple ones and gradually increase the challenge as the learner achieves success at the task. This explains the idea to progress from simple tasks to a more complex one.
2. **Prerequisite Learning** – It means that there are fundamental things to be learned ahead. Like addition before multiplication in mathematics or letter before words, words before phrases, and phrases before sentences. This speaks to anything that you need to know or understand first before attempting to learn or understand something new
3. **Whole to part learning** – This principle has relations to gestalt that talks about the overview before the specific content or topics. This method is commonly used when parts do not form a natural and meaningful sequence of actions and do not need to be practiced together.
4. **Chronological Learning** – The order of events is made as a basis of sequencing the content and the experiences. The sequence can be arranged from the most recent to the distant past or vice versa. The understanding on the importance of the order of events will help learners to become academically prepared.



## Guidelines in Curriculum Design

- Teachers, parents, school managers and students should be involved in the committee for curriculum design.
- School's vision, mission, goals and objectives should be reviewed and used as bases for curriculum design.
- The needs and interest of the learners, in particular, and society, in general, should be considered.
- Alternative curriculum design should consider advantages and disadvantages in terms of costs, scheduling, class size, facilities and personnel required.
- The curriculum design should take into account cognitive, affective, psychomotor skills, concepts and outcomes.

## Different Curriculum Designs

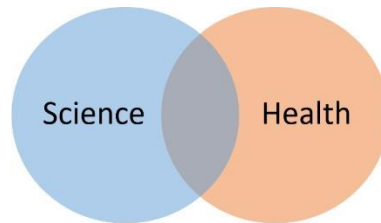
1. **Subject- centered Designs.** Emphasis is focused on acquisition, memorization, and knowledge of each specific content area. Within this curriculum structure, strong emphasis is stressed on instruction, teacher-to-student explanation, and direct strategies. The majority of the curricula utilized in schools are established or organized in terms of subjects.

**a. Subject Design.** The curriculum is organized in terms of subjects like Mathematics, Science, Filipino, English and other subjects. Most of these subjects are offered at the elementary level. The subjects are organized in a fragmented manner. Connections between and among these subjects are not emphasized in the subject design. Instead, the nature of the subject is highlighted in this design to provide students with a general knowledge of each subject.

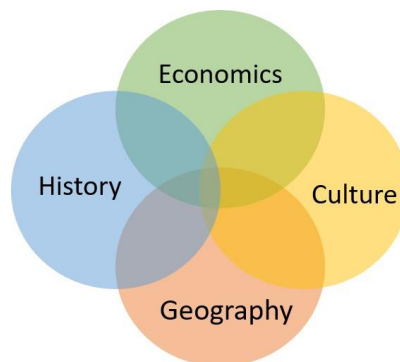
**b. Academic Discipline Design.** This type of design is mostly used in high school or in college. It refers to specific knowledge learned through a method which the scholars use to study a specific content of their fields. The discipline design explains the relationship between beginning knowledge and advanced knowledge.

**c. Integrated Design.** This curriculum design is based on the principle that learners learn in an integrated manner. This type of curriculum design tries to combine two or more related subjects. It also implies learning that is synthesized across traditional subject areas and learning experiences that are designed to be equally reinforcing. This approach develops the child's ability to transfer their learning to other settings.

c.1. Interdisciplinary- includes the merging of two related disciplines or subjects. An example is the integration of Science and Health. Educators believe these two are naturally integrated. One needs science knowledge in order to understand health concepts.



c.2. Multidisciplinary or broad fields- includes the integration of three or more related disciplines. An example is the Social Studies curriculum. This subject integrates civics, history, culture and economics. This is an approach to curriculum integration which focuses primarily on the different disciplines and the various perceptions they bring to demonstrate a topic, theme or issue. A multidisciplinary design is one in which the same topic is studied from the viewpoint of more than one discipline.



c.3. Core- requires that all subjects or disciplines in the school curriculum be put together using a single theme. Usually, this type of integrated curriculum design is used in preschool where subjects are combined using curriculum themes. This includes a set of school or college courses in subjects considered essential to an appropriate education, as in providing necessary skills or common cultural knowledge.



## APPLY

Study the situations below and identify what curriculum design/ dimension is illustrated in the following situations.

_____ 1. The students learn math and science concepts and skills while singing, sculpting, painting, and dancing.	<b>SCOPE</b>  <b>SEQUENCE</b>  <b>INTEGRATION</b>  <b>ARTICUALATION</b>  <b>CONTINUITY</b>  <b>BALANCE</b>
_____ 2. Children are directed to expose, explore, experience, interact, and exercise their creative imagination through focused play. Well-prepared teachers support and extend each child's learning based on their developmental levels, so children enter school ready and motivated to learn	
_____ 3. In college, there are courses that have to be taken ahead of others. For example, <i>Human Growth and Development</i> , <i>Facilitating Learning</i> , or <i>Principles of Teaching</i> is taken ahead Practice Teaching.	
_____ 4. Lessons on basic operations in Mathematics is repeated until high school only the level of difficulty is increased.	
_____ 5. It considers the visual elements that are arranged so that their visual weight harmonizes with the other elements in the design, and the arrangement gives an appearance of properly distributed elements.	

## ASSESS

1. How would you know that there is an impact of curriculum design in teaching and learning? Will the varied designs make a difference in the way you teach or the way you learn? Defend your answer.

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2. Assume that you are a curriculum maker. What are the things you need to consider in designing your curriculum?



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3. Make a realization of the impact of the different dimensions of curriculum design to its implementation. Complete the table below.

**A. Continuity**

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**B. Integration**

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**C. Articulation**

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**D. Balance**

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**E. Sequence**

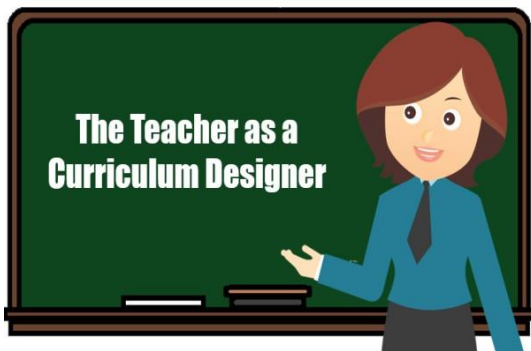
**F. Scope**

## CHAPTER 2

### LESSON 2 – TYPES OF CURRICULUM OPERATING IN SCHOOLS

<b>MODULE OUTCOME</b>	This module intends to provide a background on the different types of curricula operating in schools and some principles that will go with each other as to how they are implemented
<b>LEARNING OUTCOMES</b>	At the end of the lesson, the students must have: 1. described the different types of curricula 2. explained how each type of curriculum is utilized
<b>ACTIVATE</b>	

Try to comment on this axiom.




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#### ACQUIRE

##### Types of Curricul in Schools

- 1. Recommended Curriculum.** Most curricula in Philippine schools are recommended by key government agencies: the Department of Education (DepEd) for Basic Education, the Commission on Higher Education (CHED) for Higher Education, and the Technical Education and Skills Development Authority (TESDA) for Vocational Technical Education. These agencies regulate and oversee education in the Philippines, issuing recommendations through memoranda, policies, standards, and guidelines.

Additionally, professional organizations, international bodies like UNESCO, and experts and scholars also contribute to curriculum recommendations. These recommendations, shaped by educational stakeholders at the national level, are generally broad and consist of policy guidelines, reflecting the influence of policy makers and other opinion shapers.

- 2. Written Curriculum.** The recommendations made by experts and scholars are formalized into written documents ready for implementation.



These documents include courses of study, syllabi, modules, books, instructional guides, and more. A key component of this written curriculum is the teacher's lesson plan. The most recent example of such a curriculum in the Philippines is the K to 12 curriculum for Basic Education. This curriculum, sanctioned and approved for classroom delivery, reflects society's needs and interests. It translates the broad goals of the "Recommended Curriculum" into specific learning outcomes, ensuring that educational objectives are met in a structured and effective manner.

- 3. Taught Curriculum.** Once a curriculum is planned or written, it needs to be implemented or taught. Teachers and learners bring the written curriculum to life. The effectiveness of this process relies heavily on the teacher's ability to facilitate learning using instructional materials and facilities. The taught curriculum is influenced by the teacher's teaching style and the learners' learning styles. This delivered curriculum is known as the "Taught Curriculum." Teachers play a crucial role as the primary implementers of the curriculum, making significant decisions that impact how the curriculum is delivered and experienced by students. Their skills and approaches are essential in translating the written curriculum into meaningful learning experiences.
- 4. Supported Curriculum.** Refers to the materials and resources that enhance the teaching and learning process. These include print materials such as books, charts, posters, and worksheets, as well as non-print materials like PowerPoint presentations, movies, slides, models, mock-ups, and other electronic illustrations. Additionally, the Supported Curriculum encompasses facilities where learning occurs, both inside and outside the traditional classroom setting. These facilities include playgrounds, science laboratories, audio-visual rooms, zoos, museums, markets, and plazas, which provide opportunities for authentic learning through direct experiences. The Supported Curriculum relies on both human resources, such as teachers, and physical resources, including textbooks, workbooks, audio-visual aids, teacher guides, grounds, buildings, library books, and laboratory equipment. Together, these elements support the curriculum, making learning more meaningful and effective.
- 5. Assessed Curriculum.** The Taught and Supported Curricula must be evaluated to determine whether the teacher has effectively facilitated learning. Throughout the teaching process and at the end of each lesson or teaching episode, assessments are conducted. These assessments can be categorized as assessment for learning, assessment as learning, or assessment of learning. The curriculum that is reflected through these assessments or evaluations is known as the Assessed Curriculum. It encompasses both formative and summative evaluations of learners, which are carried out by teachers, schools, or external organizations.

6. **Learned Curriculum.** We believe that a change in a student's behavior signifies learning. For instance, transitioning from a non-reader to a reader, from ignorance to knowledge, or from disobedience to obedience. Positive teaching outcomes indicate learning, measured by assessment tools that reflect cognitive, affective, and psychomotor outcomes. The Learned Curriculum also showcases higher-order thinking, critical thinking, and lifelong skills.

All changes in learners due to their school experiences are termed the Learned Curriculum. It is what a learner absorbs or understands through interactions with teachers, peers, or the institution. This includes the knowledge, attitudes, and skills acquired by the student.

8. **Hidden/Implicit Curriculum.** This curriculum, though not deliberately planned, significantly impacts learner behavior. Factors such as peer influence, school environment, media, parental pressures, societal changes, cultural practices, and natural calamities contribute to this hidden curriculum. Teachers need to be aware and sensitive to these influences, incorporating them into the written curriculum to address what is otherwise hidden. The hidden curriculum profoundly affects students' behaviors and values, either positively or negatively. Understanding and addressing these hidden elements is crucial, as values are essential for both individuals and societies.

## Curriculum designs / models

### Types of Curriculum Designs

1.

Subject  
Centered  
Design

- a. Subject design
- b. Discipline design
- c. Broad fields design
- d. Correlation design
- e. Process design

Learner  
Centered  
Design

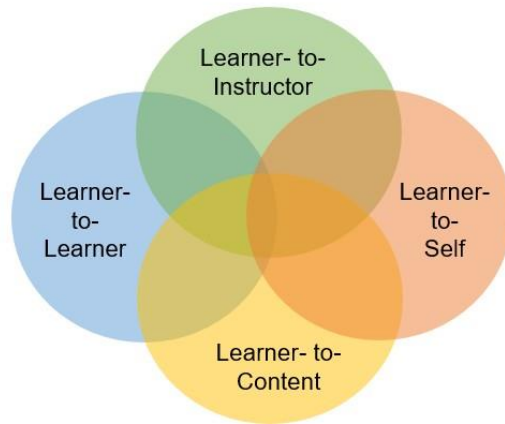
- a. Child centered design
- b. Experienced centered design
- c. Romantic (Radical) design
- d. Humanistic design

Problem  
Centered  
Design

- a. Life situation design
- b. Core design
- c. Social problems and reconstructionist design

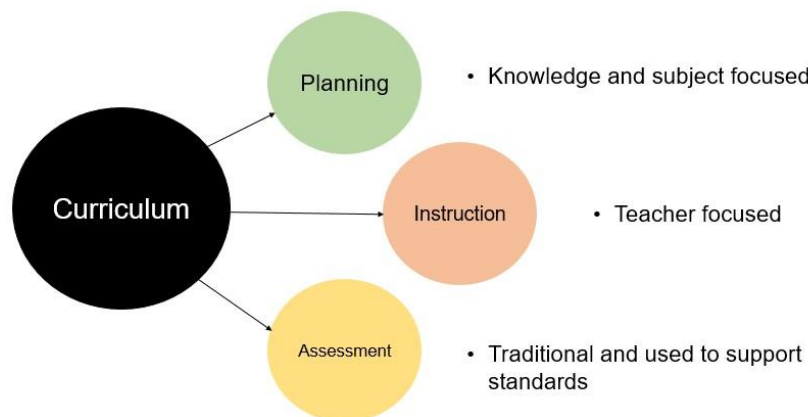
2.

## Learner- Centered Design

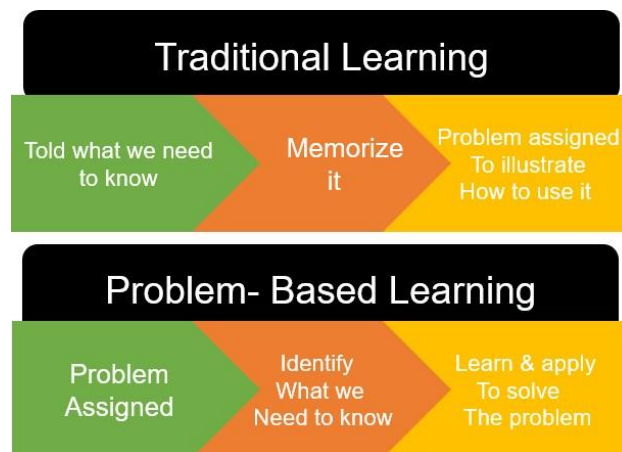


3.

## Subject Centered Curriculum Design

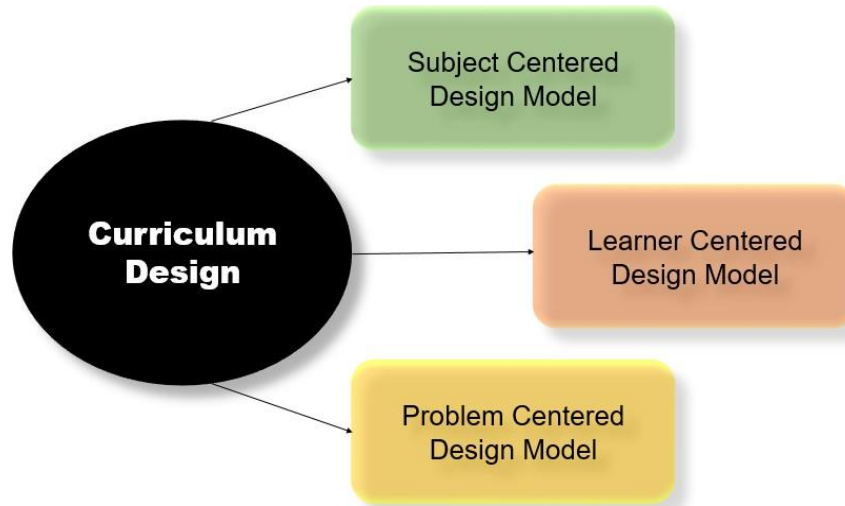


4.



## APPLY

**Activity 1** –describe each design model based on your own understanding.



a. Subject Centered Designed Model

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b. Learner Centered Design Model

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c. Problem Centered Design Model

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## Activity 2 – Identifying the Curricula Operating in the Schools

Recall a school of your choice. Identify an appropriate person like the classroom teacher, students or principal whom you can inquire about some of the details you need about their curriculum. Write specific examples and record your data in a matrix like the one below.

Name of School: \_\_\_\_\_

<b>Types of Curricula Operating in School</b>	<b>Examples from Observations or inquiry</b>
<i>Recommended Curriculum</i>	
<i>Written Curriculum</i>	
<b>Types of Curricula Operating in School</b>	<b>Examples from Observations or Inquiry</b>
<i>Taught Curriculum</i>	
<i>Supported Curriculum</i>	
<i>Assessed Curriculum</i>	
<i>Learned Curriculum</i>	
<i>Hidden Curriculum</i>	

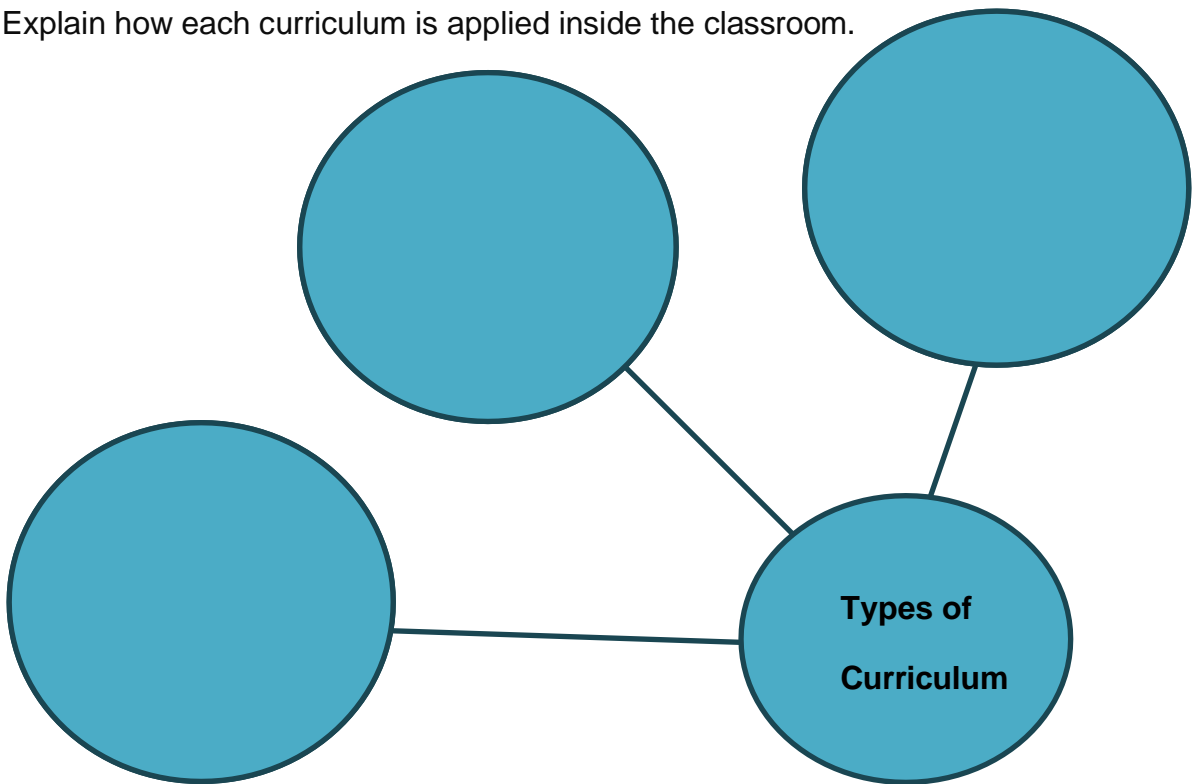
## ASSESS

1. Why is it necessary for teachers to learn about school curriculum and how each type is utilized inside the classroom?




<https://www.triadk12.org/userfiles/1237/my%20files/curriculum.jpg?id=5837&width=600>

2. Explain how each curriculum is applied inside the classroom.



## CHAPTER 2

### LESSON 3 – ROLES OF STAKEHOLDERS IN THE DELIVERY OF CURRICULUM

<b>MODULE OUTCOME</b>	This module aims to help learners identify those who are directly or indirectly interested in curriculum implementation and describes each different roles one has to perform in the said implementation
<b>LEARNING OUTCOMES</b>	At the end of the lesson, the students must have: 1. identified the stakeholders in the delivery of curriculum; 2. enumerated the roles of stakeholders; and 3. acquired clear understanding on how important the stakeholders in the implementation of curriculum are.
<b>ACTIVATE</b>	<div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <p>Who do think are needed for this to operate?</p> <div style="border: 1px solid black; height: 30px; width: 260px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 30px; width: 260px; margin-bottom: 10px;"></div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; height: 30px; width: 230px;"></div> <div style="border: 1px solid black; height: 30px; width: 230px;"></div> </div> </div> </div>
<b>ACQUIRE</b>	<p>Stakeholders are individuals or institutions that are interested in the school curriculum. Their interests differ in degree and complexity. They get involved in many different ways in the implementation, because the curriculum affects them directly or indirectly. These stakeholders shape the school curriculum implementation.</p>

## **1. Learners at the Center of the Curriculum**

Everything in the curriculum goes around the learners as to their needs, interests and capabilities. They are placed at the center because they are the bases as to how and why the curriculum is developed. The direct involvement and active participation of the learners could make and unmake the curriculum implementation regardless of the level. The learning activities provided for them would only be realized as to their interaction and internalization and the way they give meaning to the planned activities with the guidance of the teachers. It can be gleaned that the learners are considered the primary stakeholder of curriculum implantation because their characteristics fit in the planned or written curriculum will guarantee the success in education. They are the ones who are directly influenced by it. Learners in all levels can make or unmake the curriculum by their active and direct involvement. How each individual learner contributes to the realization of a planned curriculum would depend on the interaction and internalization of the different learning experiences provided. After all, in curriculum implementation, the concluding question will always be: Has the learner learned?

It can be gleaned that the learners are the primary stakeholders in the curriculum. The universal as well as the individual characteristics of the students should be considered. Age, gender, physical, mental, emotional development, cultural background, interests, aspirations and personal goals are some of the factors that should be considered in the implementation of any curriculum. The different activities can only be made meaningful by learners themselves, with the guidance of the teacher. The success of the curriculum can only be measured by the extent of the learning the learners have achieved. Therefore, a fit between the planned or written curriculum and the characteristics of the learner will guarantee success in education.

## **2. Teachers as Curriculum Developers and Implementers**

Teachers would always play a great role in curriculum implementation. The role of teachers in the curriculum process is to help students develop an engaged relationship with the content. Active learning will increase the focus and retention of the curriculum, resulting in an exciting learning environment.

Teachers know their students better than others involved in the curriculum process. While the state often dictates the skills covered by the curriculum, a teacher can provide insight into the types of materials, activities and specific skills that need to be included.

The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers teach in many ways including lectures, small group activities and hands-on learning activities. Creating Classroom Environment. Teachers also play an important role in the classroom when it comes to the environment.



### **3. Curriculum Managers and Administrators**

School administrators play a crucial role in shaping the curriculum by formulating the school's vision, philosophy, mission, and objectives. They provide essential leadership in evaluating teaching personnel and school programs. Their responsibilities include ensuring that educational strategies are in place to support effective learning for all students. Therefore, principals must ensure effective collaboration occurs.

In a school organization, there is always a curriculum manager or school administrator. For school principals, one of their key functions is acting as a curriculum manager. They oversee curriculum implementation, recruit new teachers, admit students, and procure necessary equipment and materials for effective learning. They also plan for the improvement of school facilities and physical plants.

The role of the administrator is indispensable. The principle of command responsibility and institutional leadership rests on their shoulders. Final decision-making regarding the school's purpose lies with the school administrators. In academic institutions, administrators have a significant stake in the type of curriculum their schools offer and how it is implemented.

### **4. Parents as Supporters to the Curriculum**

"My child and my money go to this school" highlights the crucial role parents play in supporting schools, especially since they fund their child's education. Parents actively follow up on their children's lessons.

Effective parental involvement in school affairs significantly contributes to students' success. Building a harmonious relationship with parents leads to better communication between home and school, increased student eagerness to learn, fewer disciplinary issues, and greater responsibility for learning.

Research shows that students with involved parents, regardless of income or background, are more likely to achieve high grades and test scores, enroll in advanced programs, pass their classes, earn credits, attend school regularly, and pursue postsecondary education.

### **5. Community Members as Curriculum Resources**

Successful curriculum implementation relies on adequate resources. Community members can help by providing books, school materials, and other facilities. They can also participate in school activities as resource speakers, board members, or officers in school organizations.

The entire community can serve as a valuable resource for the curriculum, making everyone a significant stakeholder in the implementation process.

## 6. Other Stakeholders in Curriculum Implementation

Other significant stakeholders in curriculum implementation include various professional organizations, both local and international. These organizations greatly influence school curricula by contributing to the shaping, reviewing, and enhancing processes. They also offer opportunities for students to connect with industries, facilitating employment for graduates. Their involvement ensures that the curriculum remains relevant and aligned with industry standards and needs.

### APPLY

**Activity 1** – Let us deeply think about the roles of the different stakeholders in the implementation of the curriculum.

#### **Situation.**

In one school, the parents got so involved in so many ways as they become major players or actors and actresses of the school. They get involved in planning, plant and facilities, cleanliness, infrastructure development and others. In some major decisions for the school, parents sometimes hinder in a way that they would intervene with the school authorities. Parents invested so much in the school buildings and improvement of the school environment that they do not want to transfer their children's classrooms to other locations. Because of the said conflict between parents and school administrators, parents threatened to pull out the children. If you were one of the administrators managing the school, how would you handle the situation? Write your reflection:

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Write your recommendation:

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**Activity 2** – Direction: Fill in the table by providing the roles of each stakeholder in the school.

Stakeholder	Role/ Involvement in Curriculum implementation
<p>Learner</p>  <p><a href="https://icth.scribd.com/document/394949789/2018-2019InsuranceProf%20Student/Prof%20Student.jpg">https://icth.scribd.com/document/394949789/2018-2019InsuranceProf%20Student/Prof%20Student.jpg</a></p>	
<p>Teacher</p>  <p><a href="https://filipinotimes.net/wp-content/uploads/2018/01/teacher.jpg">https://filipinotimes.net/wp-content/uploads/2018/01/teacher.jpg</a></p>	
<p>Curriculum Managers and Administrators</p>  <p><a href="https://filipinotimes.net/wp-content/uploads/2018/01/teacher.jpg">https://filipinotimes.net/wp-content/uploads/2018/01/teacher.jpg</a></p>	
<p>Parents</p>  <p><a href="https://www.churchofjesuschrist.org/bc/content/ldsorg/church/news/2017/09/01/Main-Image-Scripture.jpg">https://www.churchofjesuschrist.org/bc/content/ldsorg/church/news/2017/09/01/Main-Image-Scripture.jpg</a></p>	
<p>Community Members</p>  <p><a href="https://www.abmission.org/data/Philippines/2019/18_Philippines_ABCD_2.png">https://www.abmission.org/data/Philippines/2019/18_Philippines_ABCD_2.png</a></p>	
<p>Personal Organizations and Government Agencies</p>  <p><a href="https://enterph.com/wp-content/uploads/2017/03/EnterPH-Government-Agency-blog-banner.png">https://enterph.com/wp-content/uploads/2017/03/EnterPH-Government-Agency-blog-banner.png</a></p>	

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## Activity 1

1. In your own opinion, why are the stakeholders very important in implementing curriculum?







[illegible]

**2. How way can the positive involvement of stakeholders in curriculum implementation become successful in terms of curriculum change and development?**

[illegible]

# CHAPTER 3: CURRICULUM INFLUENCES

## LESSON 1- SCHOOL FACILITIES AND OTHER RESOURCES AS INFLUENCE IN CURRICULUM

<b>Module Introduction/ Rationale</b>	
This module provides information on the different factors that influence the school curriculum. It also explains the details of each influencing factor and how it affects the implementation of the curriculum.	
<b>Module Outcomes</b>	
This module put emphasis on the school facilities and and other resources and their significant influence in the school curriculum.	
<b>Lesson Outcomes</b>	<p>At the end of the lesson, the students must have:</p> <ol style="list-style-type: none"> <li>1. recognized the importance of school facilities;</li> <li>2. identified the facilities needed in the school;</li> <li>3. explained the use of these facilities;</li> <li>4. determined the impacts of school facilities in the performance of students and teachers</li> </ol>
<b>ACTIVATE</b>	
<p>Can you identify these school facilities?</p> <p>Do you know the importance of these facilities?</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">       </div>	
<b>ACQUIRE</b>	
<p>School facilities and resources are crucial for curriculum implementation. Respondents noted that facilities such as classrooms, libraries, laboratories, ICT equipment, dormitories, school clinics, counseling offices, canteens, chapels for sectarian schools, and laboratories are essential for providing quality education and implementing the curriculum effectively.</p> <p>An effective school facility adapts to changing educational programs and should provide a physical environment that is comfortable, safe, secure, accessible, well-lit, well-ventilated, and aesthetically pleasing.</p>	

It includes not only the physical structure but also various building systems like mechanical, plumbing, electrical, telecommunications, security, and fire suppression systems. Additionally, it encompasses furnishings, materials, supplies, equipment, information technology, and aspects of the building grounds such as athletic fields, playgrounds, outdoor learning areas, and parking.

Research indicates that school facilities significantly impact both teacher and student outcomes. For teachers, facilities influence recruitment, retention, commitment, and effort. For students, facilities affect health, behavior, engagement, learning, and achievement growth. Researchers conclude that without adequate facilities and resources, it is challenging to serve large numbers of children with complex needs.

Beyond general maintenance and construction issues, many schools lack 21st-century facilities, including infrastructure, laboratories, and instructional space. More than half do not have sufficiently flexible instructional spaces for effective teaching.

Therefore, the quality of facilities is a key predictor of teacher retention and student learning. The physical and emotional health of students and teachers depends on the quality of the physical environment, making the establishment of safe, healthy buildings essential.

### **Twenty-First Century Learning**

Policymakers, educators, and business leaders are now emphasizing the importance of students acquiring 21st-century skills such as teamwork, collaboration, and effective communication. However, older school buildings often hinder the teaching of these skills. This is particularly true when it comes to reconfiguring seating arrangements to support different teaching and learning methods and integrating technology into the classroom.

### **The Impact of Facilities**

Enhancing the quality of school facilities can be costly. However, the positive effects on teachers and students, when quantified, show that the benefits far exceed the investment costs. The five key aspects of school facilities are acoustics/noise, air quality, lighting, temperature, and space. These elements are discussed below.

- **Acoustics and Noise**

Noise levels greatly affect teacher and student performance. In fact, excessive noise causes dissatisfaction and stress in both teachers and students. Research has

found that schools that have classrooms with less external noise are positively associated with greater student engagement and achievement compared to schools with classrooms that have noisier environments. Thus, building schools that buffer external noise from classrooms can improve student outcomes.

### **Air Quality**

Indoor air quality is a significant concern, as poor air quality greatly contributes to absenteeism among students with asthma. Research shows that many schools experience “sick building syndrome,” which negatively impacts the attendance and performance of all students. Additionally, bacteria, viruses, and allergens that cause childhood diseases are often present in schools with inadequate ventilation systems.

Indoor pollutants are also released from office equipment, flooring materials, paints, adhesives, cleaning products, pesticides, and insects. These environmental hazards can adversely affect children, especially in schools with poor ventilation systems.

### **Lighting**

Before cheap electricity, schools primarily used natural lighting. As electric power became more affordable, the use of artificial light in schools increased. Research indicates that artificial lighting negatively affects those in schools, while natural lighting has positive impacts. Classroom lighting not only boosts the morale of teachers and students but also reduces off-task behavior and improves test scores. One study found that students with the most natural daylight exposure progressed 20% faster in math and 26% faster in reading compared to those with the least natural light.

### **Proper Temperature and Control of Temperature**

Research consistently shows that the temperature in which individuals work affects their engagement and overall productivity, including student achievement. Anyone who has worked in a classroom or office that is too hot or too cold knows how challenging it can be to focus on an uncomfortable environment. The ideal temperature range for effective learning in reading and mathematics is between 68° and 74°.

To maintain this temperature in every classroom, teachers typically need the ability to control the temperature in their own rooms. At the very least, they should be able to adjust the temperature for small groups of classrooms that receive similar amounts of sunlight and have comparable exposures to outside temperatures.

### **Classroom Size and Space**

Overcrowded classrooms and schools have consistently been linked to increased aggression among students

They are also associated with decreased student engagement and, consequently, reduced learning outcomes.

In contrast, classrooms with ample space provide better learning environments, leading to higher student engagement and improved learning. Adequate classroom space is particularly important for 21st-century learning, which emphasizes teamwork, problem-solving, and effective communication. Classrooms with enough space to reconfigure seating arrangements support various teaching methods aligned with these skills. Additionally, creating private study areas and smaller learning centers reduces visual and auditory distractions, positively impacting student development and achievement.

### **Conclusions**

Research spanning the last century has consistently shown that school facilities significantly influence teaching and learning. However, state and local policymakers frequently neglect the role that facilities play in enhancing outcomes for both teachers and students. Although upgrading facilities involves financial expenditure, the advantages of such investments typically outweigh the initial costs. Therefore, policymakers should prioritize the impact of facilities and adopt a long-term cost-benefit approach to improving school infrastructure.

### **APPLY**

Instructions: Have a matrix of the varied school facilities in your campus, its uses and importance.

### **ASSESS**



How does school facilities impact in the following areas:

- a. student achievement;
- b. student attendance;
- c. student behavior;
- d. student completion rate; and
- e. teacher turnover rate



## CHAPTER 3

### LESSON 2- ALUMNI AS INFLUENCE IN CURRICULUM

<b>Module Introduction/ Rationale</b>	
This module provides information on the different factors that influence the school curriculum. It also explains the details of each influencing factor and how it affects the implementation of the curriculum.	
<b>Module Outcomes</b>	
This module aims to explain the significant contribution of alumni as an important stakeholder of every school and how they influence the curriculum.	
<b>Lesson Outcomes</b>	At the end of the lesson, the students must have: <ol style="list-style-type: none"><li>1. recognized the importance of alumni as an important stakeholder of the school;</li><li>2. identified the areas where the alumni association are interested in;</li><li>3. valued the alumni network in building relationships</li></ol>
<b>ACTIVATE</b>	<p>An institution's alumni are the reflection of its past, representation of its present and a link to its future.</p> <div></div>
<b>ACQUIRE</b>	
<p>The Alumni are recognized as significant external contributors to curriculum development. They provide valuable financial support for student programs, faculty scholarships, professorial chairs, facilities, and student activities. Beyond monetary contributions, their feedback and evaluations, based on their experiences as former students, offer crucial insights for enhancing the school's curriculum. Alumni serve as living proof of the quality of education provided by the institution.</p> <p><b>Evolution of alumni network:</b></p> <p>Educational institutions are changing the way they see and interact with their alumni community. Earlier, alumni and their alma-mater were treated as separate entities wherein one's existence was independent of the other. Local alumni chapters were formed as a means to interact with other fellow alumni. However, these associations seldom had any interaction with the institution they graduated from.</p>	

With the advent of social media, alumni relationships have taken on a different flavor altogether. Universities have started to harness the power of alumni through various networking platforms like LinkedIn, Facebook, Twitter etc. by creating their alumni groups and profiles on them. As per a survey conducted by Council for the Advancement and Support of Education (an association of university and college professionals in development, alumni affairs and communications) in 2012, 83 percent of U.S. colleges and universities are using social media to engage alumni, with 96 percent on Facebook, 80 percent on Twitter, 73 percent on YouTube, and 68 percent on LinkedIn.

### Importance of Alumni:

Alumni serve as brand ambassadors for their alma mater. Many institutions highlight their notable alumni to showcase the successes linked to the education they provided. In today's era of social networking, the connection with alumni extends beyond traditional methods. Institutions have recognized that maintaining strong, positive relationships with alumni can yield social, academic, and professional benefits. Similarly, alumni understand that their connection to their alma mater goes beyond mere nostalgia.

Numerous alumni groups are active on various social networking platforms. Institutions should leverage this social media presence to engage alumni in activities that benefit students, college management, and the alumni community itself.

As per a study conducted by The Ambix team on a group of Alumni Relations Managers at higher education establishments and qualification awarding bodies across the UK, the goals of alumni management varied from Institution to Institution.

What are/would be your goals in managing your alumni?



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(1) **Fund-raising** - A strong alumni association can be one of the biggest benefactors of an institution that can contribute towards various developmental activities of the institution.

(2) **Placements** - the alumni network of a college is one of the biggest sources of placement opportunities for the students. Alumni can help students get placed at their respective organizations.

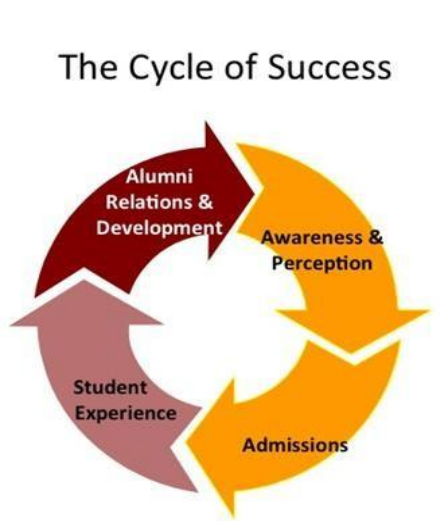
(3) **Mentorship and Scholarships** - alumni can play an active role in voluntary programs like mentoring students in their areas of expertise. They could also play a significant role in contributing scholarships to deserving students.

(4) **Career Guidance** - alumni is a huge talent pool whose guidance can be beneficial to many students and other fellow-alumni in their respective areas of study.

(5) **Networking Platform** - alumni network by itself is one of the best professional networking platforms available today.

Leveraging the alumni community can be a win-win for both the institution and the alumni. Many of them are willing to 'Give-Back' to their alma-mater as a sign of their gratitude and affinity towards the institution. However, most of them are unsure of how and what should be done towards this. An effective alumni network assures the alumni as a significant stakeholder by making them actively participate in the institution's developmental activities.

According to Margaret C. Andrews, an effective alumni relationship begins with providing a successful experience for the students. The attachment that alumni have towards their alma-mater depends on the effort that a college takes to make their days memorable as students. According to her, the Cycle of Success has four main phases:



(Source: <https://www.insidehighered.com/blogs/strategy/how-do-you-develop-wildly-successful-alumni-relations-effort>)

Need for a single Alumni network:

A strong alumni network by itself can be the best source available for building relationships, both business and personal. However, with the presence of many alumni groups on various social networking platforms, the attention and time spent by the alumni on each of them gets diversified. It therefore becomes important to bring them under one umbrella as it lets the alumni, students and college collaborate and communicate on a single platform. The ten points mentioned in Vadim Lavrusik's article on the 'Ten Ways Universities Share Information Using Social Media' highlight some of the important features that a strong alumni network could possess. These points if inculcated into a single network can be a successful recipe to satisfy all the stakeholders of an educational system!

"We can do it if they [our alumni] help us. Once we get it going, then it can snowball."  
- Jim Mullally

### **Conclusion:**

Recognizing the power of alumni networks, educational institutions have significantly transformed their interactions with former students. Beyond establishing offices dedicated to alumni relations, many schools are now investing considerable time and resources into creating dynamic online communities for their alumni. The ongoing challenge, however, lies in developing innovative strategies to keep alumni consistently engaged.

### **APPLY**







Reflect on the many helps provided by the Alumni in your school. What are some specific projects that they contributed to your school?

### **ASSESS**

State the importance of alumni as an important stakeholder of the school.  
What are the areas in which the alumni association are interested in?  
How can alumni network help in improving the curriculum?

## CHAPTER 3

### LESSON 3- STUDENT SERVICES AS INFLUENCE IN CURRICULUM

<b>Module Introduction/ Rationale</b>	
This module provides information on the different factors that influence the school curriculum. It also explains the details of each influencing factor and how it affects the implementation of the curriculum.	
<b>Module Outcomes</b>	
This module highlights the content of CMO 09, s. of 2013 otherwise known as The Enhanced Guidelines in Student Affairs and Services and how it influences the School Curriculum.	
<b>Lesson Outcomes</b>	<p>At the end of the lesson, the students must have:</p> <ol style="list-style-type: none"> <li>1. defined student affairs services;</li> <li>2. defined student welfare programs and services, and student development programs and services;</li> <li>3. identified the different student welfare and development programs and services that must be offered in school</li> </ol>
<b>ACTIVATE</b>	
<p>Are you aware of the student services offered in school?</p> <p>Have you availed some of these services? Please share your experiences.</p> <p>Would you like to be holistically developed as a well-rounded person?</p>	
<div style="display: flex; flex-wrap: wrap; justify-content: space-around;">    </div> <div style="display: flex; flex-wrap: wrap; justify-content: space-around; margin-top: 20px;">    </div>	
<b>ACQUIRE</b>	
<p>Student Affairs and Services are non-academic services, programs and activities designed to facilitate holistic student development through various experiential learning activities and to create an environment conducive to the total development of students</p>	

Student Welfare Programs and Services refers to the basic services that are necessary to serve the needs and well-being of students.

Student Development Programs and Services refer to the programs and Services designed for the exploration enhancement and development of the student's full potential for personal development, leadership and social responsibility through various institutional and or student-initiated activities.

### **A. Student Welfare Services and Programs**

#### **1. Information and Orientation Services**

All new students are provided with accurate and updated information on the institutional mission, vision and goals, academic rules and regulations, student conduct and discipline, student programs, services and facilities and such other information necessary for student development.

#### **2. Scholarship and Financial Assistance**

Information relative to the availability, qualification requirements and procedures in order to avail yourself of scholarship and financial assistance are widely and timely disseminated.

#### **3. Health Services**

Primary medical and dental health care are made available to all students and administered by licensed medical, dental and allied professionals.

#### **4. Guidance and Counseling Services**

Availability of appraisal and assessment tools, counseling services facilities are ensured, including updated and accurate information of students availing of these services. These services are provided by competent and qualified guidance personnel.

#### **5. Food Services**

The availability of safe and healthy food from sanitary and hygienic outlets are ensured.

#### **6. Career and Placement Services**

Informative materials on career and job opportunities and skills development programs relative thereto are provided.

#### **7. Safety and Security Services**

There is a safe and secure environment. Buildings and facilities comply with government standards. Licensed and competent security personnel ensure the safety and security of students.

#### **8. Student Conduct and Discipline**

Rules on student conduct and discipline, violations and procedures for the imposition of sanctions are widely disseminated. Judicious implementation of these rules is ensured.

#### **9. Student Housing**

Assistance to secure housing accommodation that is safe and conducive to learning.

## **B. Student Development Services and Programs**

### **1. Student**

Organizations and Activities. Requirements and procedures for recognition/accreditation of student groups are widely disseminated. There is a standard system of supervising, monitoring and evaluating student groups and their activities.

### **2. Student Government**

The right of the students to govern themselves and to be represented in recognized.

### **3. Leadership Training Programs**

Leadership training programs are provided and opportunities for interaction with counterparts from other institutions are ensured.

### **4. Student Publication**

The right to free and responsible expression is recognized.

### **5. Sports Development Programs**

Opportunities for physical fitness and well-being are provided.

### **6. Cultural Programs**

Opportunities for appreciation of culture and the arts are provided.

### **7. Social Involvement**

Opportunities for meaningful socio-civic involvement are ensured.

### **8. Services for Student with Special needs**

Assistance to students with special needs is provided.

### **9. Multi-faith Services**

The right to freedom of religion is respected.

### **10. International Student Services**

Assistance program for international students is provided.

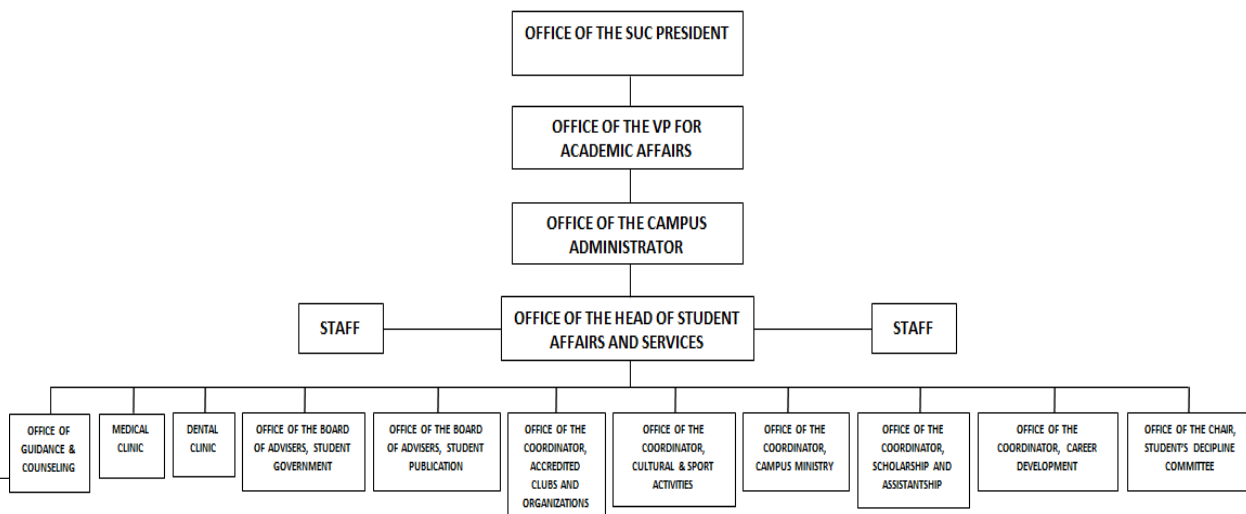
## **C. Institutional Programs and Services**

### **1. Ancillary Services**

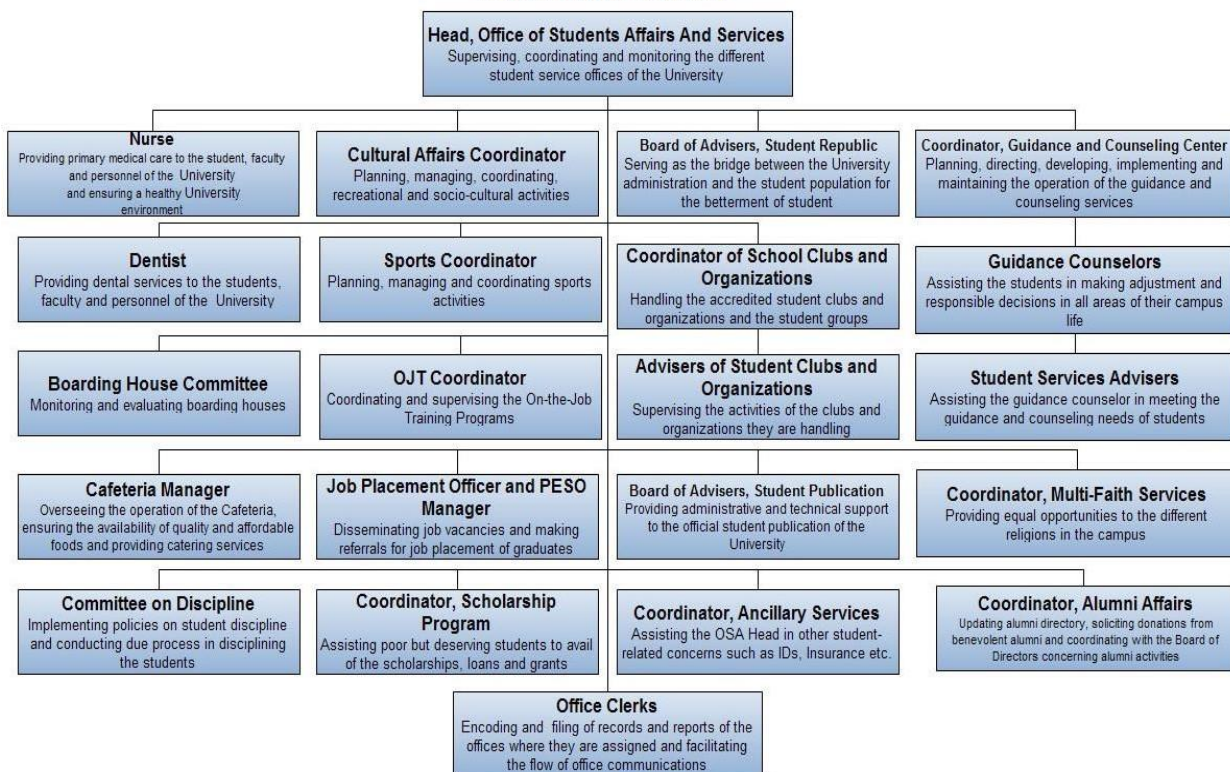
- a. **Student Insurance-** students are provided with group insurance (accident and life insurance)
- b. **Student Identification Card-** students are issued their identification card
- c. **Postal/ Mail Services-** postal and mail services are provided to students for incoming outgoing correspondents or communications



## OFFICE OF STUDENT AFFAIRS AND SERVICES ORGANIZATIONAL STRUCTURE



## OFFICE OF STUDENT AFFAIRS AND SERVICES FUNCTIONAL CHART





**APPLY**

Recall and write a one –paragraph experience that you have about student services provided to you by your school. Be able to share it to the class through the Class GC.

**ASSESS**

1. How do you define student affairs services?
2. Describe student welfare programs and services.
3. Describe student development programs and services.
4. What are the functions of the different student welfare and development programs and services that must be offered in school?

## CHAPTER 4: TEACHERS AS CURRICULLUM LEADERS LESSON 1- CHARACTERISTICS OF A 21ST CENTURY TEACHER AS CURRICULUM LEADERS

### Module Introduction/ Rationale

This module highlights the varied roles of teachers as one of the significant curriculum workers that implement the curriculum. Moreover, teachers as leaders are one key function that is assumed and asserted among teachers in the academe. Teachers as curriculum leaders play an important role in shaping the society and individual.

### Module Outcomes

This module aims to underscore the various concepts that highlight the roles of teachers as curriculum leaders and implementers.

**Lesson Outcomes:** At the end of the lesson, the learners must have:

1. identified salient characteristics of 21<sup>st</sup> Century Teacher-leaders;
2. written a Poem, Hugot Lines, Appreciation Post, or a Reflection Paper embodying the varied significant roles and characteristics of teachers; and,
3. recognized the key roles teachers play in the academe.

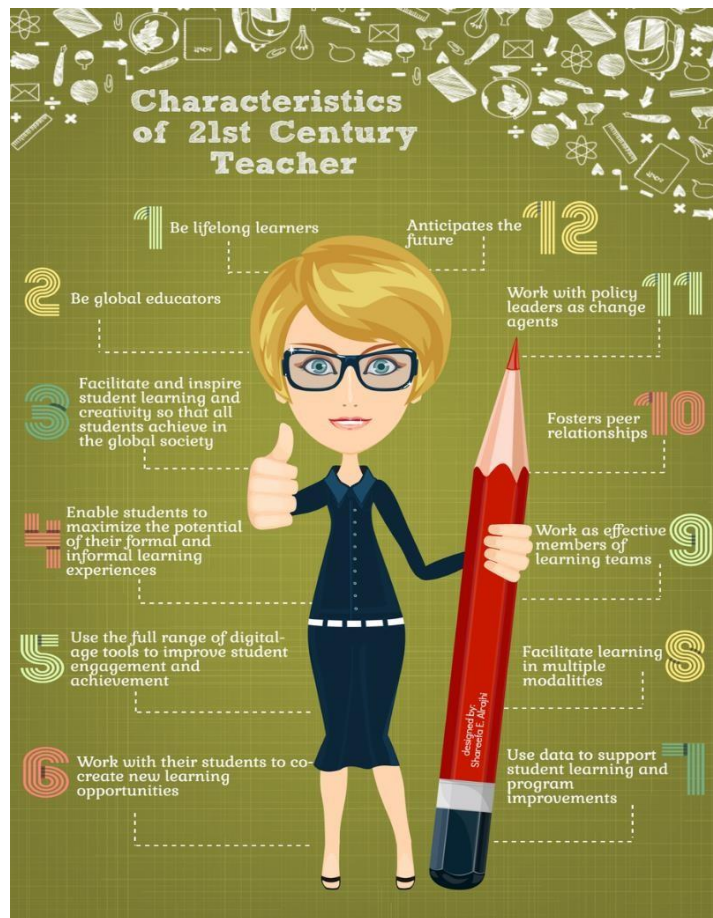
### ACTIVATE



Source: pinterest.com

1. Describe the different pictures that you see.
2. Create a story in your mind depicted by each picture.
3. Reflect on your experience regarding your teacher that you idolize. What are the best features you like about that teacher?

## ACQUIRE



Source: [shareefarajhi.wixsite.com](http://shareefarajhi.wixsite.com)

Let's try to take a look at other Key characteristics of a 21st Century Teacher that need attention.

Technology Master in the Classroom	Knows How to Collaborate	Adaptive	Lifelong learner	Advocates for Their Profession
Technology in the classroom is moving at a rapid pace.	Must be able to collaborate and work well in a team.	Able to adapt to the varied tools that have changed over the years	They stay current and on top of what's new in education	Take a stand for themselves and advocates for their profession.
Technology is integrated in lessons, assignments, or grading.	Working with others is an important 21st century skill.	Teaching Style includes different modes of learning	Changes and updates learning plans to keep up to date with what is current.	Pays close attention to the important issues and talk about them to the parents,
	Learning is more effective			

Who is a 21st century teacher?

The 21st century teacher is forward-looking and future oriented. They stay informed about emerging technological trends and anticipate how these developments will shape education. A proficient 21st century teacher understands the future job opportunities for their students and consistently plans ahead to ensure that no student is left behind.

Take a look at the infographics? What can you say?

Absolutely, teachers as curriculum leaders are crucial in creating new curricula, materials, and instructional designs to address the needs of 21st-century learning. They should possess a high level of Technological-Pedagogical-Content Knowledge (TPCK) to effectively integrate technology with pedagogy and content.

There is balance of educational tools in their classroom.	when ideas are shared with others.	Curriculum and the requirements suit to the needs of time		students and with their community.	
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Interestingly, effective teachers in the 21st century bridge learning experiences more naturally and seamlessly.

As more digital tools become available and technologies that facilitate learning in multiple modalities through synchronous or asynchronous online environments become more prevalent and accessible, 21st century teachers will continue seeking additional tools and avenues to improve student learning. New features of education focuses on Learning how to learn, learning as a process; a journey, learning as life long process, teacher as a learner.

Teachers as curriculum leaders play an important role in shaping the society and individual.

## APPLY

Reflect on the qualities required of 21<sup>st</sup> century teacher-leaders. Do you possess those qualities as a prospective teacher? Justify your answer by giving specific examples of important traits of teachers as curriculum leaders. Write in your activity notebook or submit via GC of the class.

## ASSESS

Instructions: Accomplish the following tasks. If you have connectivity, submit your outputs via class GC, If you do not have, write in your activity notebook.

1. Create a meaningful WORDPOEM using the word *TEACHER-LEADER* as your subject.

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L \_\_\_\_\_

E \_\_\_\_\_

E \_\_\_\_\_

A \_\_\_\_\_

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R \_\_\_\_\_

R \_\_\_\_\_

2. Create your original Pick up or Hugot line dedicated to Teachers. You may write in English or Filipino.

**PICKUP / HUGOT LINE**

## CHAPTER 4

### LESSON 2- KEY ROLES OF TEACHERS AS LEADERS IN CURRICULUM PROCESS

**Lesson outcomes:** At the end of the lesson, the students must have:

1. discussed the key roles of teachers' leaders in curriculum process;
2. cited examples that show the many significant contributions of teachers in the curriculum; and,
3. reflected on the varied issues concerning roles of teachers as curriculum leaders.

#### ACTIVATE



[www.facebook.com](http://www.facebook.com)

1. Tell something about ISAT U.
2. Do you know the persons in the pictures? Can you name them?
3. What are some of their roles?
4. Please name some more teacher-leaders in our university.

## ACQUIRE

Teachers play a crucial role in nearly all aspects of curriculum processes. They are the primary implementers of the curriculum, directly involved in the teaching and learning process. As catalysts for the development of individuals and societies, teachers are curriculum leaders within the education system.

Curriculum leadership encompasses a set of essential roles and activities that each teacher undertakes in relation to curriculum planning, design, implementation, and evaluation. In this capacity, teachers revise and develop curricula that are responsive to the needs and contexts of learners. They act as advocates to various stakeholders involved in curricular reforms.

As curriculum leaders, teachers align with the national vision and mission for education. They shape positive educational environments and uphold educational values. They envision a great society and use education as a tool to achieve this vision. They study social issues, needs, and demands, respond to students' needs and interests, and creatively solve problems related to teaching and learning.

In their role as curriculum leaders, teachers collaborate with different social agencies and stakeholders to enhance the quality of education, ensuring efficient implementation of curriculum reforms and policies. They protect the educational rights of every learner.

However, some teachers struggle to see themselves as curriculum leaders, often viewing themselves merely as implementers. The Department of Education has explored principal and teacher empowerment, but many teachers are not yet ready to take on leadership roles. Therefore, a paradigm shift is needed in the role of teachers in schools and classrooms. They must be equipped and empowered to embrace their role as curriculum leaders.

Specific roles of teachers as instructional leaders in the local school context.

- Designing instructional plans**
- Selecting and developing instructional materials**
- Assessing and reporting students' progress**
- Designing learning environment appropriate for the students**
- Selecting appropriate teaching strategies and approaches**
- Preparing reports and accomplishing official forms**
- Guiding students in their school life**
- Teaching subjects assigned to them**



The idea of curriculum leadership goes beyond the concept of instructional leadership. Being a curriculum leader allows every teacher to see themselves as prime movers and advocates of educational reforms at any level from local school, district, division, region, and national level.

#### The A-to-Z Roles and Functions of Teachers as Curriculum

<b>A</b>	Advocate positive curricular reforms to ensure quality of education.
<b>B</b>	Broaden understanding of the teaching and learning process
<b>C</b>	Conduct research to enhance curriculum content and improve teaching and learning
<b>D</b>	Develop appropriate curriculum for students.
<b>E</b>	Evaluate curriculum materials and the implementation of the curriculum
<b>F</b>	Facilitate activities to ensure public understanding of every single curriculum reform.
<b>G</b>	Gather important data needed for curriculum planning.
<b>H</b>	Harness community resources in curriculum development.
<b>I</b>	Innovate curriculum and instructions
<b>J</b>	Justify the need to innovate, evaluate, and develop curriculum.
<b>K</b>	Know every learner needs, issues, and interests
<b>L</b>	Lobby congressional support for bills that are needed for curriculum reforms.
<b>M</b>	Manage curriculum implementation and curriculum change.
<b>N</b>	Nurture creativity and critical thinking in the curriculum.
<b>O</b>	Orient teachers, students, parents, and other stakeholders on the new curriculum
<b>P</b>	Provide updated knowledge on the subject they teach
<b>Q</b>	Qualify acceptable curriculum ideas and theories.
<b>R</b>	Reflect on different research that influence the curriculum.
<b>S</b>	Select appropriate instructional strategies, methods, and approaches.
<b>T</b>	Train teachers who will implement the curriculum.
<b>U</b>	Understand implications of social issues and social changes in the curriculum
<b>V</b>	Validate the contents of the curriculum
<b>W</b>	Win support from stakeholders and government on needed curriculum reforms.
<b>X</b>	X-ing(crossing) out bureaucratic barriers to curriculum implementation
<b>Y</b>	Yearn for quality education through a relevant and responsive curriculum
<b>Z</b>	Zero out irrelevant and erroneous curriculum contents and materials.



## APPLY

Knowing Teacher-Leaders in your school!  
Have a list of the different teacher-leaders on your campus. Try to know them! Be able to share your list in the class GC.

## ASSESS

Instructions: Accomplish the following tasks.

1. Complete the statement by coming up with a one-meaningful paragraph answer.

Curriculum Leadership is

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2. The important reasons why the school needs Curriculum teacher-leaders include the following:

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## CHAPTER 4

### LESSON 3- TEACHERS AS CURRICULUM LEADERS IN INSTRUCTIONAL PLANNING PROCESS

**Lesson Outcomes:** At the end of the lesson, the students must have:

1. discussed the varied roles of teachers as curriculum leaders in Instructional Planning Process;
2. identified the different instructional leadership functions of curriculum leaders; and
3. cited examples of specific situations observed in the university where teachers involved in Instructional Planning Process.

#### ACTIVATE



[www.google.com](http://www.google.com)

1. What can you infer from the picture?
2. Do you like what you see? Why? Why not?

#### ACQUIRE

Instructional leadership is typically linked to school administrators, especially principals. According to Oliva (2005) and Ornstein and Hunkins (1993), curriculum encompasses instruction, making the two inseparable. Instruction, as part of the curriculum process, focuses on the implementation of the curriculum. Consequently, curriculum leadership has a broader scope and encompasses more functions than instructional leadership. Therefore, instructional leadership is one of the roles undertaken by curriculum leaders.

McEwan (2003) emphasized that instructional leaders need to be well-versed in learning theory, effective instruction, and curriculum, which she identified as the driving force in education. As a result, curriculum leaders fulfill their instructional leadership role by effectively communicating the school's philosophy, vision, mission, core values, curriculum, and plans to learners, teachers, parents, and other stakeholders.

Instructional leadership as one of the functions of the curriculum leaders may need to do the following functions:

- Supervise the implementation of curriculum and academic standards
- Promote a school culture and climate conducive to teaching and learning
- Communicate the philosophy, vision, and mission of the school
- Train teachers and school staff
- Lead in the development or purchase of instructional needs
- Prepare the school budget of instruction
- Observe classes of teachers
- Check assessment tools (exams and authentic assessment)

Curriculum leaders carry out their instructional leadership roles in dynamic and democratic ways. They motivate teachers and students to dedicate themselves to excellent teaching and learning. They establish efficient systems to ensure the smooth implementation of instructions.

Planning effective instruction is a crucial responsibility of teachers as curriculum leaders. Reiser and Dick (1996) developed an instructional planning model that outlines a logical sequence for instructional planning.

In Reiser and Dick's model, teachers, as curriculum leaders, must ensure that curriculum standards and competencies, as reflected in the instructional goals, are carefully implemented. Moreover, this model highlights the importance of analyzing content and learners' characteristics when selecting lesson objectives. It also emphasizes developing assessment tools after identifying lesson objectives. This ensures that appropriate assessment tools, aligned with the lesson objectives, are used to evaluate students' learning.

Planning instruction in Reiser and Dick's model includes the following instructional procedures:

1. Motivation
2. Presentaion of Objectives
3. Recalling the prerequisite skills and knowledge
4. Presentaion of information and examples
5. Practice and feedback
6. Summary
7. Assessment

Teachers employ various teaching strategies and learning activities in each procedure to ensure instructional success. They must address students' learning needs and align their teaching styles with each student's learning style, making planning essential.

Instructional media and materials are crucial in instruction. Teachers must choose instructional media that effectively support lesson objectives. Technology and other instructional media are particularly relevant to millennial students, who frequently rely on the internet for lesson information.

Implementing instruction involves the actual teaching and learning process. This phase requires the teacher's skill in effectively delivering the lesson, along with effective classroom management, appropriate activities, and assessment tools.

The final part of the process is revising instruction. Here, teachers use student assessment results to revise their instructions. As curriculum leaders, teachers must know how to use assessment results to improve classroom instruction.

In summary, teachers as curriculum leaders need to utilize assessment results to enhance classroom instruction, ensuring that the teaching process is continuously refined and effective.

## **APPLY**

Ask a copy of the lesson Plan from your favorite high school teacher or you may browse from the internet a sample lesson plan. Examine the strengths of the said lesson plan focusing on the planning instruction.

Read every detail of the lesson plan and specifically look into the following:

1. What are the objectives of the lesson plan?
2. What is the subject matter content?
3. What strategies or methods of teaching are utilized?
4. What evaluation procedure is used?
5. Can you consider a lesson plan as a curriculum? Explain.

## **ASSESS**

Create a sample lesson plan for any subject you choose incorporating the instructional procedures suggested by Reiser and Dick's Model.

## CHAPTER 4

### LESSON 4- TEACHERS AS CURRICULUM LEADERS IN EVALUATING INSTRUCTIONS

**Lesson Outcomes:** At the end of the lesson, the students must have:

1. discussed the importance of teachers as curriculum leaders in planning and evaluating instruction;
2. pointed out examples of evaluating instruction observed in schools; and
3. created a sample instructional evaluation instrument.

#### ACTIVATE



Source: [www.google.com](http://www.google.com)

1. What concepts can you derive from the picture?
2. What do you think is the goal of the woman in looking self at the mirror?

#### ACQUIRE

Evaluating instruction is a vital role for teachers as curriculum leaders. It is essential for teachers to verify that the curriculum is being implemented as planned. This process ensures that curriculum standards and competencies are effectively taught to every learner. Additionally, evaluating instruction assesses the effectiveness of the curriculum's design and implementation.

In evaluating instruction, teachers need to look at the following procedures:

1. Planning for the Evaluation
  - a. Develop the purposes and objectives of the evaluation
  - b. Determine the data and other information needed
  - c. Set the timeline for evaluation
2. Determine instructional evaluation design-just like in doing curriculum evaluation, in instructional evaluation the teachers will need to describe the following:
  - a. Types of information needed for the evaluation

- b. Sources of information
- c. Methods for collecting the needed information
- d. Methods for analyzing the data gathered
- e. Timeline for conducting evaluation

3. Develop instructional evaluation instruments

- a. Class observation guide
- b. Checklists
- c. Questionnaires
- d. Survey forms
- e. Interview Guide

4. Collect data-the teachers will collect or gather necessary data needed for the instructional evaluation.

- a. Focus group discussion
- b. Interview with the students and teachers
- c. Actual class observation
- d. Examining the example of students' outputs
- e. Examining assessment tools used in the classes
- f. Checking the facilities and other instructional materials
- g. Checking of lesson plans
- h. Interview with principal and supervisors

5. Analyze data-the teachers will analyze the data gathered and interpret results

6. Report findings or the results of the instructional evaluation

During the actual observation of classes, instructional evaluation could focus on the following aspects:

- Appropriateness of the activities and strategies to the students and to the topic
- Active participation of students in performing learning tasks
- Usefulness of instructional materials in meeting the desired objectives of the lesson
- Conduciveness of classroom environment for learning
- Pedagogical Content Knowledge (PCK) level of teachers
- Classroom management
- Development of positive relationship between students and teachers
- Effective presentation of concepts
- Effectiveness of the teacher in carrying out the instructional procedures

The result of instructional evaluation is important in planning how to improve the curriculum and its implementation. The result is also useful for designing a mentoring program for new teachers.

## APPLY

Look carefully at the given picture of a classroom.



Source: [www.google.com](http://www.google.com)

If you are going to assume the role of a school principal, what suggestions are you going to come up given such a classroom scenario?

Prepare a simple checklist which will help you evaluate the said classroom setting.

## ASSESS

Instructions: Fill in the matrix with 5 words/ideas each that you could associate with the given terms

Planning for Evaluation	Determine Instructional Evaluation Design	Develop Instructional Evaluation Instruments	Collect Data	Analyze Data	Report Findings



## CHAPTER 4

### LESSON 5- TEACHERS AS CURRICULUM LEADERS OF 21<sup>ST</sup> CENTURY TEACHING AND LEARNING

**Lesson Outcomes:** At the end of the lesson, the students must have:

1. discussed the new paradigm of learning in the 21<sup>st</sup> Century Skills;
2. given examples that support each of the 21<sup>st</sup> century skills; and
3. illustrated concepts or ideas about teachers as leaders through comic strips and other forms.

#### ACTIVATE



Source: [www.google.com](http://www.google.com)

1. What concepts can you derive from the images?
2. Can you give three words that best capture the meaning of the images? What are they?



## ACQUIRE

The 21st century is characterized by numerous changes and challenges driven by globalization, evolving individual and social value systems, economic conditions, political issues, cultural diversity, the massive influx of information technology, environmental concerns, and the increasing availability of information to the public. These factors necessitate that education must innovate and adapt to meet the needs and challenges of people and society.

Teachers, as curriculum leaders, play a crucial role in this effort. They must develop new curricula, new curriculum materials, and new instructional designs to prepare learners for the demands of 21st-century learning. Teachers require significant professional and personal development. Learning in the 21st century demands teachers who possess a high degree of Technological-Pedagogical-Content Knowledge (TPCK).

Teachers will educate millennial learners, who were born in an era where information technology is predominant and shaping societal renaissance. This era, characterized by the internet and advanced technological gadgets, makes all information accessible to learners. Millennial learners are exposed to diverse information and experience alternative learning conditions.

Middlewood and Burton (2001) observed that 21st-century teaching and learning require a completely new paradigm. This new paradigm focuses on developing:

### 1. CRITICAL THINKING



Source: <https://www.aeseducation.com/blog/four-cs-21st-century-skills>

Critical thinking involves solving problems and encompasses other qualities. Besides tackling problems, puzzles, and similar tasks, it also includes a degree of skepticism.

Critical thinking enables students to uncover the truth in assertions, particularly in distinguishing fact from opinion. Rather than merely learning a set of facts or figures, students learn how to discover these facts and figures independently. They ask questions and engage with the world around them.

While critical thinking is effective on its own, combining it with the next skill can significantly enhance what students can achieve.

## 2. Creativity



Source: <https://www.aeseducation.com/blog/four-cs-21st-century-skills>

Creativity helps students harness their inner strengths, from big-picture planning to detailed organization.

As a student learns about their creativity, they also learn how to express it in healthy and productive ways. More importantly, they also become *motivated* to share that creativity wit

In fact, creativity works best when combined with the next 21st Century skill.

## 3. COLLABORATION



Source: [Lifehack.org](https://lifehack.org)

Collaboration involves working together to achieve a common goal. It's essential because, whether students realize it or not, they will likely work with others throughout their lives.

Almost every job requires collaboration at some point, even for simple tasks like deciding what to get for lunch. Practicing collaboration and teamwork helps students learn how to address problems, propose solutions, and determine the best course of action.

It's important for students to view themselves through this collaborative lens. This encourages them to speak up when they have ideas, fostering a more inclusive and dynamic environment.

## 4. COMMUNICATION



Source: *diversifyoss.com*

Communication involves conveying ideas quickly and clearly.

In today's era of text-based communications—such as SMS, emails, and social media—it's crucial for students to learn how to express their thoughts in a way that others can easily understand. This is particularly important because text-based communications often lack tone, which is essential for grasping the context of someone's words.

Even when vocal tone is present, students must learn to communicate effectively. By practicing communication, they become adept at conveying ideas efficiently without getting lost in unnecessary details.

Mastering communication allows students to streamline their thoughts and make a positive impression on those around them.

New features of Education (Law and Glover, 2000).

- Learning how to learn
  - Learning as a process; a journey
  - Learning as a life-long process
  - Teacher as a learner
- There are several developments, which have significantly influenced curriculum development and teaching and learning in the 21<sup>st</sup> century:
- Increasing discoveries on how the human brain works
  - Idea of learning styles and thinking preferences
  - ICT integration in education
  - Development of learning organizations

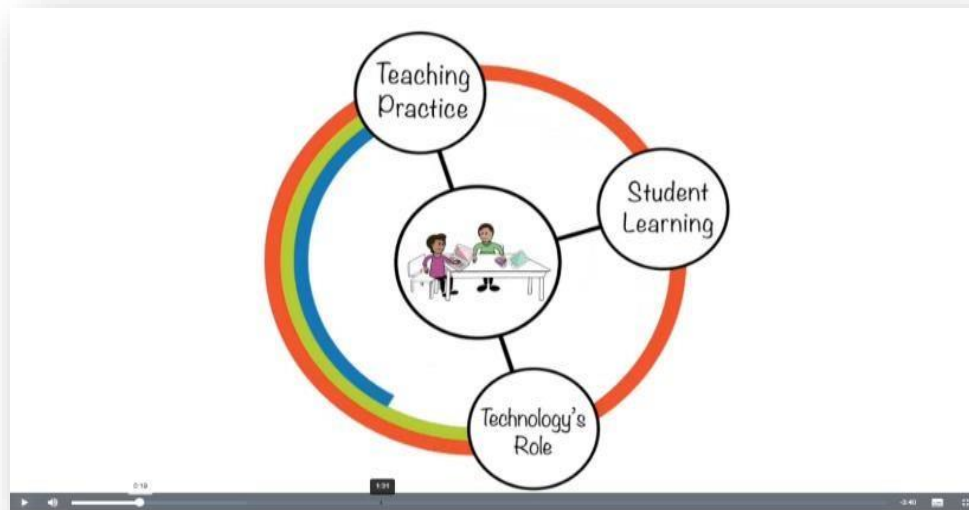
The role of teachers as curriculum leaders will continue to ensure the success of the education system and in making the curriculum relevant to the needs of the learners and society.

Developing ***habits of mind*** among the learners (Costa and Kallick, 2009)

- Be independent thinkers; think before they act
- Be more self-motivated
- Be more inquisitive
- Pay attention to detail; take pride in work
- Be more diligent and persistent
- Enjoy working through the work
- Think for themselves; not always follow another's lead
- Generate their own thoughts
- Be self-directed; use strategies of problem-solving
- Transfer knowledge and apply to new situations
- Have confidence; be able to take risks
- Support answers so that they can show evidence of their thinking
- Communicate with each other; work it out together

Teachers, as curriculum leaders, must design curricula that instill human values and critical thinking in learners. The curriculum should return to a learner-centered approach, emphasizing the development of students into leaders and responsible citizens in a rapidly changing world.

To add more information, about the topic, this video is a must- see! Enjoy!



Sources: <https://www.commonsense.org/education/videos/introduction-to-the-4-cs>

## APPLY

Instructions: Look at the pictures carefully; guess the word that can be derived from the picture.

1. \_\_\_\_\_



"What if, and I know this sounds kooky,  
we communicated with the employees."

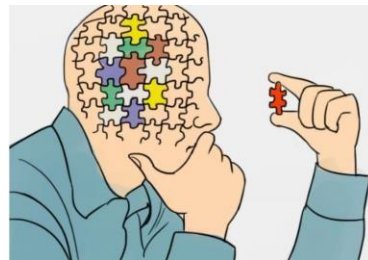
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



Source: <https://www.pinterest.ca/pin/306737424614619083/>

## ASSESS

Instructions:

Choose one teacher- leader in your school which you admire the most. You may make use of a pen name or pseudonym to hide the real identify of that teacher. Using, a web chart or an illustration, list down the important traits that embody your best teacher –leader in school.



## CHAPTER 4

### LESSON 6- TEACHERS AS CURRICULUM LEADERS IN THE K-12 EDUCATION REFORM

**Lesson Outcomes:** At the end of the lesson, the students must have:

1. discussed the roles of teachers as curriculum leaders in the K-12 Education Program;
2. differentiated the varied roles of Preschool, Elementary grades, Junior High Schools and senior High Schools teachers as curriculum leaders in the K-12 Education Program; and
3. manifested sense of responsibility in tackling K-12 issues of interest.

#### ACTIVATE



*Source:www.google.com*

1. Read aloud what are written in the images.
2. What K-12 issues can you draw from the pictures?

#### ACQUIRE

Republic Act 10533, known as the Enhanced Basic Education Act of 2013, includes specific provisions that empower teachers and principals to take on leadership roles not only in instruction but also in curriculum development.

Similarly, Republic Act 9155, also known as the Governance of Basic Education Act of 2001, emphasizes the significant roles teachers play in promoting and protecting the right of every citizen to quality basic education

Teacher empowerment is at the heart of K-12 Education.

## Functions of Curriculum Leaders

Ensure effective implementation of curriculum standards and competencies

- Develop and evaluate curriculum materials that are appropriate for the students
- Develop assessment and evaluation tools to assess learning
- Plan and evaluate curriculum
- Plan activities that will help implement the curriculum
- Solicit support from parents and other stakeholders
- Make curricular decisions at the school level
- Conduct research to improve learning and improve content

### Focus of Teachers in the K-12 Curriculum

1. Clarity of the Standards-teachers should know the essential standards that every student should learn in curriculum. These standards are contents, skills, and values, or attitudes that students need to learn and master.
2. Visibility of performance measure-teachers need to ensure that each curriculum standard shows visible outcome or performance
3. Consistency of Communication-teachers should effectively communicate the standards to all students

All teachers must continuously enhance their mastery of the subjects and disciplines they teach, as well as significantly improve their pedagogical skills. The K-12 Program requires teachers who are creatively innovative, developing new methods to address the needs and interests of learners. Additionally, they must devise effective and reliable ways to assess and evaluate student learning

### A. Teachers as Curriculum Leaders in Preschool

Republic Act 10157- the Kindergarten Education Act

Integrates kindergarten education in the formal education system of the country.

Before the school year 2011-2012, kindergarten education was not a prerequisite to Grade 1

. The Kindergarten Education Act mandates all children aged 5 to enroll in kindergarten. A diploma in kindergarten is now a prerequisite to enroll in Grade 1.

### Kindergarten Curriculum issued by The Department of Education

- Values education
- Physical Health and Motor development
- Social and Emotional development
- Cognitive development
- Sensory-Perceptual Motor development
- Mathematics
- Understanding of the Physical and Natural Environment
- Language, Literacy, and Communication

The Mother Tongue-based Multilingual Education started in kindergarten requires teachers to study new pedagogy and curriculum designs for indigenizing and contextualizing curriculum and instruction. Studying more about the local languages of the people is a must.

Child –centered philosophy is a necessity in the curriculum; thus, it should be restudied.

### **B. Teachers as Curriculum Leaders in the Elementary Grades**

Primary or Elementary Education - the laboratory of life.

Its primary goal is to develop the basic skills, literacies, and life skills that all learners need to be prepared for life.

Teachers mold the minds and character of the future leaders and citizens of the world.

Teachers as curriculum Leaders are researchers. They study carefully how children learn and discover new ways of teaching and learning.

Teachers as curriculum leaders are empowered to design a new learning environment that celebrates diverse ideas and learning styles

### **C. Teachers as Curriculum Leaders in Junior High School**

The Junior High School Program of K-12 includes Grade VII to Grade X of the secondary level.

Science, social sciences, mathematics, humanities, and applied disciplines such as home Economics and Vocational Technology are the subjects.

Spiral curriculum design is used for learners to see the seamless connection of one topic to another at the horizontal and vertical levels.

Higher mathematics such as algebra, trigonometry, calculus, and geometry are the focus. Asian History and Philippine history will also be included.



## A. Teachers as Curriculum Leaders in Senior High School

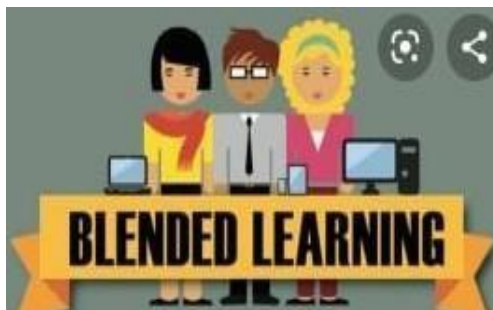
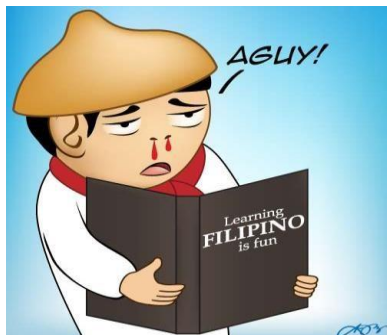
The new addition to the basic education program in the Philippines aims to equip Filipinos for global demands. The senior high school program, a two-year extension to the existing 10 years of basic education, allows students to select from academic, technical-vocational, and arts and sports tracks. Within the academic track, there are four specializations: Humanities and Social Sciences, Business, STEM, and General Academic, all designed to develop life and career skills.

Senior High School teachers are tasked with creating and delivering lessons that are learner-centered, inclusive, and developmentally appropriate. They will employ pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, and integrative.

In Senior High School, students engage in various specialized courses, applying their Junior High School knowledge to deepen their understanding and enhance their competencies.

Teachers play a vital role in shaping the professional skills and attitudes of their students. As curriculum leaders, they will plan, design, develop, and implement curricula that are suitable for the students and aligned with the K-12 Education Program.

### APPLY



Instructions: Construct a one paragraph write -up about the pictures. Provide a catchy title.

1.

2.

**ASSESS**

Instructions. Accomplish the following tasks.

1. Enumerate five specific challenges that K-12 teachers are currently facing in schools. Give doable recommendations to minimize if not eradicate the problem.

Challenges of K-12 Teachers		Recommendations/Possible Solutions
<b>Preschool</b>	1. 2. 3.	
<b>Elementary</b>	1. 2. 3.	
<b>Junior High School</b>	1. 2. 3.	
<b>Senior High School</b>	1. 2. 3.	

## CHAPTER 5: CURRICULUM IMPLEMENTATION

### LESSON 1- PROCESSES IN THE CURRICULUM IMPLEMENTATION

#### Module Introduction/Rationale

This module covers the varied processes in implementing the curriculum, curriculum workers and level of curriculum implementation. As such, educators and Pre-service teacher education students need to recognize how curriculum implementation takes place in the Philippine setting.

#### Module outcomes

This module aims to underscore the processes in curriculum implementation, curriculum workers roles and levels of curriculum implementation in the Philippines especially in the field of curriculum leadership and supervision.

Lesson Outcomes: at the end of the lesson, the students must have:

1. explained curriculum implementation;
2. discussed the varied roles of curriculum workers; and
3. pointed out the different functions and responsibilities of the levels of curriculum implementation

#### ACTIVATE

Instructions: Decide if the statement is a fact or a bluff. Justify your answer.

1. Learners are the centers of the educational process.

*FACT*

*BLUFF*

2. Teachers are the least crucial persons in the implementation of the curriculum.

*FACT*

*BLUFF*

3. The Commission on Higher Education (CHED) takes charge for the tertiary and graduates education curricula.

*FACT*

*BLUFF*

## ACQUIRE

### Curriculum implementation

The term focuses on the actual implementation of the curriculum from the national level to the local school context. Various curriculum workers strive to fulfill their roles to achieve the educational goals, programs, and policies set by the country, region, and local levels.

This phase is where teacher action takes place and is one of the most crucial processes in curriculum development. As many education planners say, "A good plan is half the work done."

Curriculum implementation involves putting into practice the written curriculum designed in syllabi, courses of study, curricular guides, and subjects. It is a process where learners acquire the planned or intended knowledge, skills, and attitudes, enabling them to function effectively in society.

Ornstein and Hunkins (1998) As the interaction between the curriculum that has been written and planned and the person who is in charge to deliver it. To them, curriculum implementation implies the following:

- Shift from what is the current to a new or enhanced curriculum.
- Change in knowledge, actions, and attitudes of the person involved.
- Change in behavior using new strategies and resources.
- Change which requires efforts hence goals should be achievable.

Implementing means using the plan as a guide to engage with the learners in the teaching learning process with the end in view that learning has occurred and learning outcomes have been achieved. It involves the different strategies of teaching with the support instructional materials to go with the strategy.

### Curriculum Workers (Oliva, 2005)

<b>Teachers</b>	The most visible among the curriculum workers. Teachers develop lesson plans and syllabi for each subject they teach. Their educational background, philosophy, teaching styles and personality affect the implementation of the curriculum.
<b>Principals</b>	The chief academic and administrative officer of the school. They lead the teacher in planning different school activities and make sure that all educational goals set by the Department of Education are met. They work with parents and community leaders.

<b>Curriculum Consultants</b>	Individuals with a rich experience on doing curriculum projects related to curriculum planning, development and curriculum evaluation.
<b>District Supervisors</b>	Responsible for supervising the implementation of the curriculum at the district level. They help principals in ensuring that the programs of
<b>District Supervisors</b>	They help public schools in ensuring that the programs of the Department are at the district level. They help public schools' principals in ensuring that the programs of the Department of education are implemented in their respective schools. They also implement policies and programs of the Department of education in private schools.
<b>Education Supervisors</b>	They help the district office of the Department of Education in supervising the implementation of the projects.
<b>Division Superintendents</b>	The chief academic officer of each division. They supervise the implementation of the DEP Ed classification.
<b>Regional Directors</b>	Manage the programs and projects of the Department of Education in the regional level
<b>Education Program Specialists</b>	They assist the two government agencies in the development of curriculum policies that will help teachers and other curriculum leaders in the implementation of the curriculum
<b>Technical Panels and Technical Committees-</b>	Professors and individual experts from different disciplines and fields that assist the Commission on Higher Education in developing curriculum, formulating curriculum policies, and evaluating the compliance of higher education institutions to CHED program standards.

## APPLY

Reflect on the roles of varied curriculum workers in curriculum implementation. Offer your recommendations as to how the curriculum implementation must be strengthened especially during this challenging time where everyone battles against the invisible enemy- the COVID 19 Pandemic.

## ASSESS

Instructions: Do the following tasks:

1. Cite at least three strategies implemented by ISAT U to address the issues and challenges during the COVID 19 Pandemic. What about in your specific campus? Can you name them?
2. Enumerate at least three priority programs and projects of CHED and Dep Ed implemented during the COVID 19 Pandemic.

## CHAPTER 5

### LESSON 2- PLANNING, IMPLEMENTING AND EVALUATING THE CURRICULUM

**Lesson Outcomes:** At the end of the lesson, the students must have:

1. explained planning, implementing and evaluating in curriculum development;
2. analyzed the connections between planning, implementing and evaluating in the curriculum process; and
3. related to real life experiences the concepts studied via group sharing in the multi-media platform

#### ACTIVATE



Source: [www.google.com](http://www.google.com)

What comes into your mind when you see the pictures?

#### ACQUIRE

Teaching as a process in curriculum

The teacher now takes on the role of a decision maker in the teaching process. Let's consider the teaching process as a series of actions: PLANNING, IMPLEMENTING, and EVALUATING.

This mirrors the process of curriculum development. The implementation phase of curriculum development is where the actual teaching and experiencing of the curriculum occur. Essentially, the teaching process replicates the steps of curriculum development. The teaching process is shown in Figure 3 below.

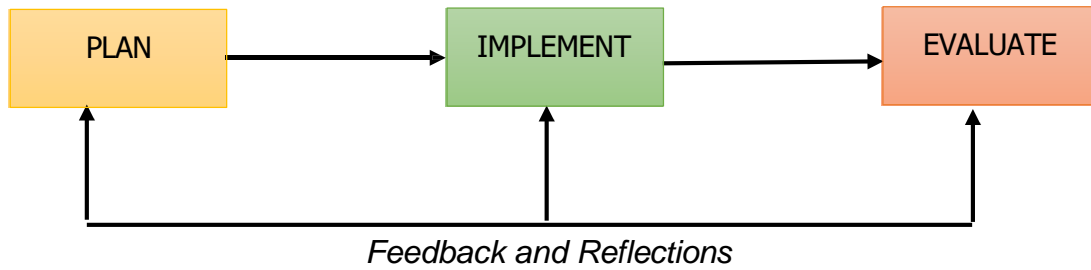


Figure 3- Teaching process

Planning begins with assessing the needs of learners, teachers, the community, and society as they relate to the curriculum. Once these needs are identified, the intended outcomes are established. A curriculum planner then determines the methods and strategies to achieve these outcomes, identifies supporting materials, and includes evaluation methods. All these elements should be documented. After planning, the written curriculum is implemented. As a teacher, this is a key role you play in school. A curriculum planner can also act as a curriculum implementer.

In teaching, the planning phase includes decision about (a) the needs of the learners, (b) the achievable goals and objectives to meet the needs, (c) the selection of the content to be taught (d) the motivation to carry out goals, (e) the strategies most fit to carry out the goals and (f) the evaluation process to measure learning outcomes.

Teaching plans can be short-term, like daily plans, or long-term, like unit or yearly plans. These plans should consider the learner, availability of materials, time requirements, necessary strategies, and the teacher. The planning phase emphasizes that learners are the focus, leading to the next phase where learners are more engaged.

Curriculum implementation involves putting the written curriculum into practice, as outlined in syllabi, courses of study, curricular guides, and subjects. This process enables learners to acquire the planned knowledge, skills, and attitudes, helping them function effectively in society. Implementation means using the plan to engage learners in the teaching-learning process, ensuring that learning occurs, and outcomes are achieved.

Evaluation follows implementation. This chapter focuses on evaluating whether the planned or written curriculum was successfully implemented and if the desired learning outcomes were achieved.



The implementation phase requires teachers to execute the planned activities. Based on the objectives, implementation involves putting various activities into action to achieve the goals through the subject matter. While the planning phase often dictates the activities, it can also be flexible. Different teaching styles and strategies should be incorporated into the implementation phase.

Curriculum evaluation is a part of curriculum development that addresses public accountability. It examines educational reforms or innovations occurring in classrooms, schools, districts, divisions, or the entire educational system. It establishes the merit and worth of a curriculum.

Test results are only one piece of evidence in the evaluation process. Ultimately, the purpose of evaluation is to improve, not to prove.

In the evaluation phase, the objectives are matched with the learning outcomes. The type of information needed should be determined to select the appropriate evaluation method. Simply put, the evaluation phase answers whether the plans and implementation were successfully achieved.

Throughout the three phases of teaching, continuous feedback and reflection occur. Providing feedback means giving information on whether the three phases were appropriately executed and yielded good results. In essence, feedback is a reflection of feedback. Is there a need to adjust something in planning, implementation, and evaluation? Reflection is an integral part of teaching, requiring teachers to critically examine their actions and engage in deep thinking.

Guide in the process of good teaching.

- Good teaching is one that is well planned and where activities are interrelated to each other
- Good teaching is one that provides learning experiences or situations that will ensure understanding, application, and critical thinking.
- Good teaching is based on the theories of learning
- Good teaching is one where the learner is stimulated to think and reason
- Good teaching utilizes prior learning and its application to new situations.
- Good teaching is governed by democratic principles
- Good teaching embeds a sound evaluation process.

**APPLY**

1. Based on the lesson, give at least five words to describe planning, implementing and evaluation.

Planning	Implementing	Evaluation
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

**ASSESS**

Instructions: Match the Concept with the Planning, Implementing and Evaluating

1. Summative Testing	a. Planning
2. Course Designing	
3. Cooperative Learning	b. Implementing
4. Determining needs	
5. Guiding learners	c. Evaluation
6. Making Judgment	

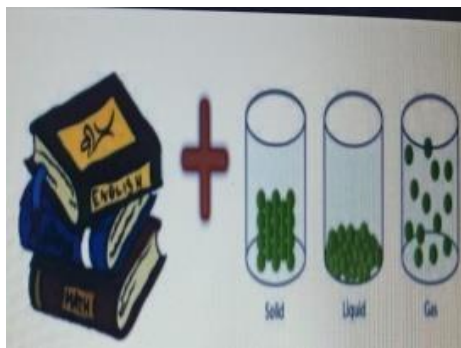
## CHAPTER 5

### LESSON 3- COMPONENTS OF CURRICULUM

**Lesson Outcomes:** At the end of the lesson, the students must have:

1. identified the different components of curriculum;
2. discussed the importance of each curriculum component;
3. illustrated concrete examples through a diagram or a strip; and
4. manifested interest and enthusiasm in the topic.

#### ACTIVATE



Source: <https://www.slideshare.net/yulie06/elements-of-curriculum-72567019>

Let us play a guessing game!

1. Look at the images carefully. What do the three pictures in image one portray?
2. Guess the word that best describes the remaining images.

## ACQUIRE

### Element/Component of the Curriculum

For most curricula, the major component or element are (1) aims, goals and objective; (2) subject matter/content; (3) learning experience and (4) evaluation approaches.

When translated into question, each component can be addressed by the following:

1. What is to be done?
2. What subject matter is to be included?
3. What instructional strategies, resources and activities will be employed?
4. What methods and instrument will be used to assess the result of the curriculum?

### **Component 1 –Curriculum Aim, Goals and Objectives**

A formal curriculum is embedded in a formal institution called schools. Schools are established institutions which are either run by the government or by the private sector. The Philippine educational system is divided in three educational level: primary, secondary and tertiary levels. Based on the Philippine Constitution of 1987, all schools shall aim to:

1. Inculcate patriotism and nationalism
2. Foster love of humanity
3. Promote respect for human right
4. Appreciate the role of national heroes in the historical development of the country
5. Teach the right and duties of citizenship
6. Strengthen ethical and spiritual values
7. Develop moral character and personal discipline
8. Encourage critical and creative thinking
9. Broaden scientific and technological knowledge and promote vocational efficiency

### **Aims of Elementary Education** (Education Act of 1906)

In the elementary level, schools through their curricula should aim to:

- Provide knowledge and develop skills, attitudes, values essential to personal development and necessary for living in and contributing to a developing and changing society;
- Provide learning experiences which increase the child's awareness of and responsiveness to the changes in the society;
- Promote and intensify knowledge, identification with and love for the nation and the people to which he belongs; and
- Promote work experiences which develop orientation to the world of work and prepare the learner to engage in honest and gainful work.

### **Aims of Secondary Education**

In high school or secondary level, educational curricula aim to:

- Continue to promote the objectives of elementary education; and
- Discover and enhance the different aptitudes and interests of students in order to equip them with skills for productive endeavor and or to prepare them for tertiary schooling.

### **Aim of Tertiary Education**

Tertiary education refers to the college and university formal education based on the curricula of the different courses. The different courses should aim to:

- Provide general education programs which will promote national identity, cultural consciousness, moral integrity and spiritual vigor;
- Train the nation's manpower in the skills required for national development;
- Develop the professions that will provide leadership for the nation; and
- Advance knowledge through research and apply new knowledge for improving the quality of human life and respond effectively to changing society.

Based on the mandate of the constitution, each school therefore should be guided by its vision, mission and goals and its curricula should also revolve around these.

The school's vision is a clear concept of what the institution would like to become in the future. It provides the focal point or unifying element according to which the school staff, faculty, students perform individually or collectively. It is the guiding post around which all educational efforts including curricula should be directed. The school's vision can be very ambitious but that is a characteristic of a vision.

#### **Example of school's vision**

1. A model performing high school where students are equipped with knowledge, skills, and strength of character to realize their potential to the fullest.
2. Commits to the Exemplary Christian Education for Life and responsive to the needs of the total person and the world.

The school's mission statement spells out how it intends to carry out its Vision. The mission targets to produce the kind of people the students will become after having been educated over to a certain period of time.

#### **Examples of school's mission**

1. To produce globally competitive lifelong learners.
2. Commits to the total development of individuals for life adjustment and to the upliftment of the economically deprived but deserving students through quality instruction, updated facilities and curricula responsive to the needs of the times.

The school's vision and mission are further translated into goals which are broad statements and intents to be accomplished. Data for the sources of school goals may include the learners, the society and the fund of knowledge.

Examples of school goals:

1. Build a strong foundation of skills and concepts
2. Efficient and effective administration responsive of the needs of the university and community

In a curriculum, these goals are made simple and specific for the attainment of each learner. These are called educational objectives. Benjamin Bloom and Robert Mager defined educational objectives in two ways:

1. Explicit formulations of the ways in which students are expected to be changed by the educative process, and
2. Intent communicated by statement describing a proposed change in learners.

In other words, objectives direct the change in behavior which is the ultimate aim of learning. They provide the bases for the selection of learning content and learning experiences. They also set the criteria against which learning outcomes will be evaluated.

Benjamin Bloom and his associates classified three big domains of objectives. These are cognitive, affective and psychomotor domains. Each domain is composed of specific skills, attitudes and values which are presented in hierarchy or levels. Although there are some modifications in the concepts of behavioral objectives, the original ideas are presented in this section.

- Cognitive Domain (Bloom et al 1956)- domain of thought process
  1. Knowledge- recall, remembering of prior learned materials in terms of facts, concepts, theories, and principles. It is the lowest cognitive level
  2. Comprehension- ability to grasp the meaning of material. It indicates the lowest form of understanding
  3. Application- the ability to use learned material in new and concrete situation
  4. Analysis- ability to break down material into component parts so that its organizational structure may be understood
  5. Synthesis- ability to put parts together to form a new whole
  6. Evaluation- ability to pass judgment on something based on given criteria.
- Affective Domain- (Krathwohl, 1964)- domain of valuing, attitude and appreciation
  1. Receiving- students' willingness to pay attention to particular event, stimuli, or classroom activities
  2. Responding- active participation on the part of the students
  3. Valuing- concerned with the worth or value a student attaches to a particular phenomenon, object or behavior
  4. Organization- concerned with bringing together different values and building a value system

5. Characterization by value or value complex- developing a lifestyle from a value system
- Psychomotor Domain- (Simpson, 1972)- domain of the use of psychomotor attributes
  1. Perception- use of sense organs to guide motor activities
  2. Set- refers to the readiness to make a particular type of action
  3. Guided Response- concerned with the early stages in learning complex skills. Imitation and trial and error are some of the ways of doing
  4. Mechanism- responses have become habitual. Performance skills are with ease and confidence
  5. Complex overt responses- skillful performance and with complex movement patterns
  6. Adaptation- skill well developed that the ability to modify is very easy
  7. Origination- refers to creating new movements patterns to fit the situation. Creativity is evident.

## **Component 2- Curriculum Content or Subject Matter**

All curricula contain content, regardless of their design or model. Content encompasses more than just information to be learned in school. For some curriculum specialists, content or subject matter is synonymous with knowledge. It includes a collection of facts, concepts, generalizations, principles, and theories. The body of human knowledge represents the accumulated discoveries and inventions of humanity over the centuries, stemming from our exploration of the world. This perspective is known as the subject-centered view of the curriculum. Conversely, those who adopt a learner-centered view of knowledge relate it to an individual's personal and social world and how they define reality. As Jerome Bruner stated, "knowledge is a model we construct to give meaning and structure to regularities in experience."

Let us look into broad subject areas in basic or general education. Each subject area has its own body or subject matter or learning content. These are just examples.

*Communication Arts*- includes skills in listening, speaking, reading and writing as well as the effective use of language in daily living.

*Mathematics*- includes numeric and computational skills, geometry and measurement, algebra, logic and reasoning.

*Science*- includes all branches of natural sciences, exploration and discovery dealing with natural phenomena and the use of scientific methods of investigation.

*Social Studies*- include basic elements of Geography, History, Sociology, Anthropology, Economics, Civics, Political Science and Psychology.

*Music*- includes basic music theory, practice in listening, singing, playing musical instruments and music preparation.

*Physical education*-includes health and physical fitness, individual and team sports, spectatorship and wise use of leisure.

*Vocational education*-includes psychomotor and manipulative skills in basic crafts and trades, design, work ethic and appreciation of manual productive work.

What subject matter will be taught in the different clusters in order to achieve the objectives? What criteria should be used in selecting the content? Content selection is a very crucial stage in curriculum development.

Here are some criteria which can be utilized in the selection of subject matter content of knowledge for the curriculum.

1. **Self-sufficiency**- According to Scheffler (1970) the prime guiding principle for content selection is helping the learners to attain maximum self-sufficiency in learning but in the most economical manner. Economy means less teaching effort and educational resources, less learners' effort but more results and effecting learning outcomes.
2. **Significance**- when content or subject matter will contribute to basic ideas, concepts, principles, and generalization to achieve the overall aim of the curriculum, then it is significant. It is also significant if it will develop learning abilities, skills, processes and attitude. Subject matter is significant if it will develop the cognitive, affective and psychomotor skills of the learners. It can be also significant if the cultural aspects are considered.
3. **Validity**- the authenticity of the subject matter selected is its validity. With information explosions, oftentimes, knowledge selected for school content may become obsolete. Thus, subject matter should be checked or verified at regular intervals, to determine if the content that was originally valid continues to be.
4. **Interest**- for a learner centered curriculum, this is the key criterion. A learner will value the content if it is meaningful to him or her. Students' interests should be considered and adjusted taking into consideration maturity, prior experiences, educational and social value of their interest among others.
5. **Utility**- usefulness of the content or subject matter may be relative to a learner who is going to use it. Usefulness maybe either be for the present or the future. Questions like "will I use it in my future job"? "Will it add meaning to my life or develop my human potential?" or "Will the subject matter be useful in solving my current problems?"
6. **Learnability**- subject matter in the curriculum should be the range of the experiences of the learners. This is clearly suggested by the psychological foundations of a curriculum. There are ways of presenting subject matter or content which can easily be learned. Optimal placement and appropriate organization and sequencing of contents are the two ways by which these can be done.



7. **Feasibility-** Can the subject matter or content be learned within the time allowed resources available, expertise of the teacher, and the nature of the learners? Content selection should be considered within the context of the existing reality in schools, in society and government.

There are other considerations that may be used in the selection of the learning content. It would be a great help if curriculum makers could use them. As a guide, subject matter or content can be selected for use if these are:

- a. Frequently and commonly used in daily life;
- b. Suited to the maturity levels and abilities of students;
- c. Valuable in meeting the needs and the competencies of a future career;
- d. Related with other subject areas; and
- e. Important in the transfer of learning

In organizing or putting together the different learning contents Palma, 1992 suggested the following principles: balance, articulation, sequence, integration, and continuity.

Curriculum content should be fairly distributed in depth and breadth of the particular learning area or discipline. This will ensure that the level of area will not be overcrowded or less crowded. This refers to **BALANCE**.

When each level of subject matter is smoothly connected to the next, glaring gaps and wasteful overlaps in the subject matter will be avoided. Teamwork among the teachers will enhance **ARTICULATION** of contents in the curriculum.

**SEQUENCE** is the logical arrangement of the subject matter. It refers to the deepening and broadening of content as it is taken up in the higher levels.

The horizontal connections are needed in subject areas that are similar so that learning will be related to one another. This is **INTEGRATION**. This will help the learner get a holistic or unified view of reality and outlook in life.

Learning requires a continuing application of the new knowledge, skills, and attitudes or values so that these will be used in daily living. The constant repetition, review and reinforcement of learning is what is referred to as **CONTINUITY**.

### **Component 3 – Curriculum Experiences**

This section will not discuss in detail the different instructional strategies that provide the experiences. Instead, it will link instructional strategies and methods to curriculum experiences, the core or the heart of the curriculum. The instructional strategies and methods will put into action the goals and used the contents in order to produce an outcome.

Teaching strategies convert the written curriculum to instruction. Both the teacher and the learner take actions to facilitate learning. The actions are based on planned

objectives, the subject matter to be taken and the support materials to be used. These will include multiple teaching methods and educational activities which will enhance learning. Among these are the time-tested methods, inquiry approaches, constructivism and other emerging strategies that complement new theories in teaching and learning. Educational activities like field viewing, conducting experiments, interacting with computer programs, field trips and other experiential learning will also form part of the repertoire of teaching.

Whatever methods the teacher utilizes to implement the curriculum, there will be some guide for the selection and use. Here are some of them:

1. Teaching methods are a means to achieve the end. They are used to translate objectives into actions.
2. There is no single best teaching method. Its effectiveness will depend on the learning objectives, the learners and skill of the teacher.
3. Teaching methods should stimulate the learners desire to develop the cognitive, affective, psychomotor, social and spiritual domain of the individual.
4. In the choice of the teaching methods, the learning styles of the students should be considered.
5. Every method should lead to the development of the learning outcomes in the three domains: cognitive, affective and psychomotor.
6. Flexibility should be a consideration in the use of the teaching methods.

### **Component 4- Curriculum Evaluation**

According to Worthen and Sanders, (1987) all curricula to be effective must have the element of evaluation. Curriculum evaluation here may refer to the formal determination of the quality, effectiveness or value of the program, process, product of the curriculum. Tuckman (1985) defines evaluation as meeting the goals and matching them with the intended outcomes. From the definitions, several models of evaluation came up. The most widely used is Stufflebeam's CIPP (Content, Input, Product, Process) Model. In CIPP, the process is continuous and is very important to curriculum managers like principals, supervisors, department head, deans and even teachers.

The context refers to the environment of the curriculum. The real situation where the curriculum is operating is its context. Simply put, context evaluation refers to situation analysis. Input refers to the ingredients of the curriculum which includes the goals, instructional strategies, the learners, the teachers, the content and all the materials needed. The process refers to the ways and means of how the curriculum has been implemented. This component of the CIPP looks into the entire operation of the curriculum. The product indicates if the curriculum accomplishes its goals. It will determine to what extent the curriculum objectives have been achieved.

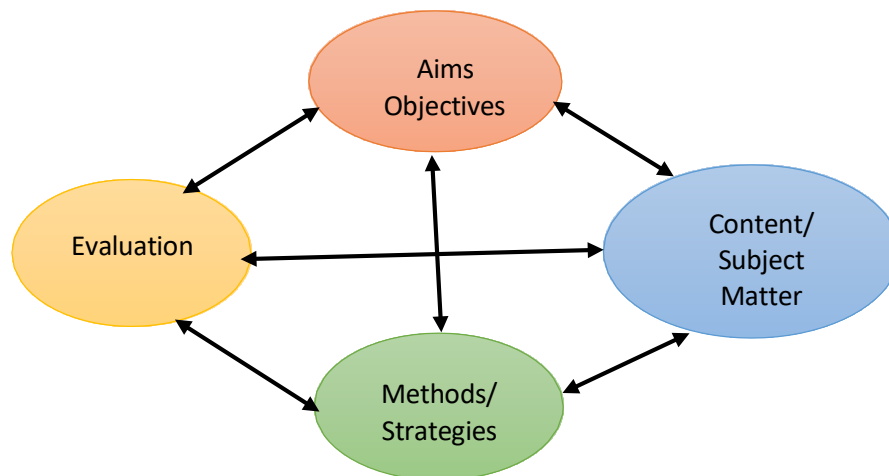
The CIPP model can be taken as a whole, or each component taken separately. It is a long and continuous process. Within the evaluation process, smaller and more specific activities are needed to determine the effectiveness of the curriculum. These activities include assessment and measurement of learning outcomes, the ultimate

product of a curriculum. Different methods can be utilized like diagnostic, placement, formative or summative evaluation or the norm-referenced or criterion-referenced measurement. With the variety of evaluation methods are the different materials which can be effectively utilized. You will study these in more detail in the modules that come later.

Regardless of the methods and materials evaluation will be utilized, a suggested plan of action for the process of curriculum evaluation is introduced. These are the steps.

1. Focus on one particular component of the curriculum. Will it be the subject area, the grade level, the course, or the degree program? Specify the objectives of evaluation.
2. Collect or gather information. Information is made up of data needed regarding the object of evaluation.
3. Organize the information. This step will require coding, organizing, storing and retrieving data for interpretation.
4. Analyze information. An appropriate way of analyzing will be utilized
5. Report the information. The result of the evaluation should be reported to specific audiences. Reporting can be done formally in conferences with stakeholders, or informally through roundtable discussions and conversations.
6. Recycle the information for continuous feedback, modification and adjustments to be made.

In summary, the components of a curriculum are distinct but are interrelated to each other in curricular design as shown in Figure 2.



*Figure 2- Interrelationship of the Components of a Curriculum*

## APPLY

Request a copy of the best written lesson plan from your favorite teacher in elementary or high school or you may browse the internet to get a sample of lesson plan. Read every detail of the lesson plan and specifically look into the following:

1. What are the objectives of the lesson plan?
2. What is the subject matter content?
3. What strategies or methods of teaching are utilized?
4. What evaluation procedure is used?
5. Do the four components fit or match with one another? Explain
6. Can you consider a lesson plan as a curriculum? Explain.

## ASSESS

In your own experiences as a student:

- (a) In what component/s of your curriculum, do you find some difficulties or weaknesses? Identify at least 3.

Goals and Objectives

Curriculum Content

Curriculum Experiences

Curriculum Evaluation

- (b) Are there solutions to these conditions? What do you propose?

## CHAPTER 5

### LESSON 4- FACTORS CONSIDERED IN IMPLEMENTING THE CURRICULUM AND THE LEVELS OF CURRICULUM IMPLEMENTATION

Lesson Outcomes: At the end of the lesson, the students must have:

1. determined the different factors in curriculum implementation;
2. identified the levels of Curriculum Implementation; and,
3. examined varied syllabi to conform the different factors considered in implementing the curriculum.

#### ACTIVATE

Read the quotation aloud!

*"Teachers shape the school curriculum by sharing the experiences that they have and the resources they are capable of giving or imparting to the learners. But as the old saying goes , "What can you give if you have nothing to give? Applies to this demand of teachers in curriculum implementation"-*  
**Marianna**



Source: <https://image.slidesharecdn.com/factorsaffectingcurriculumimplementation2-160904083655/95/factors-affecting-curriculum-implementation-29-638.jpg?cb=1472983563>

Cite examples that you observe in the academe that may support the thought of the quotation.

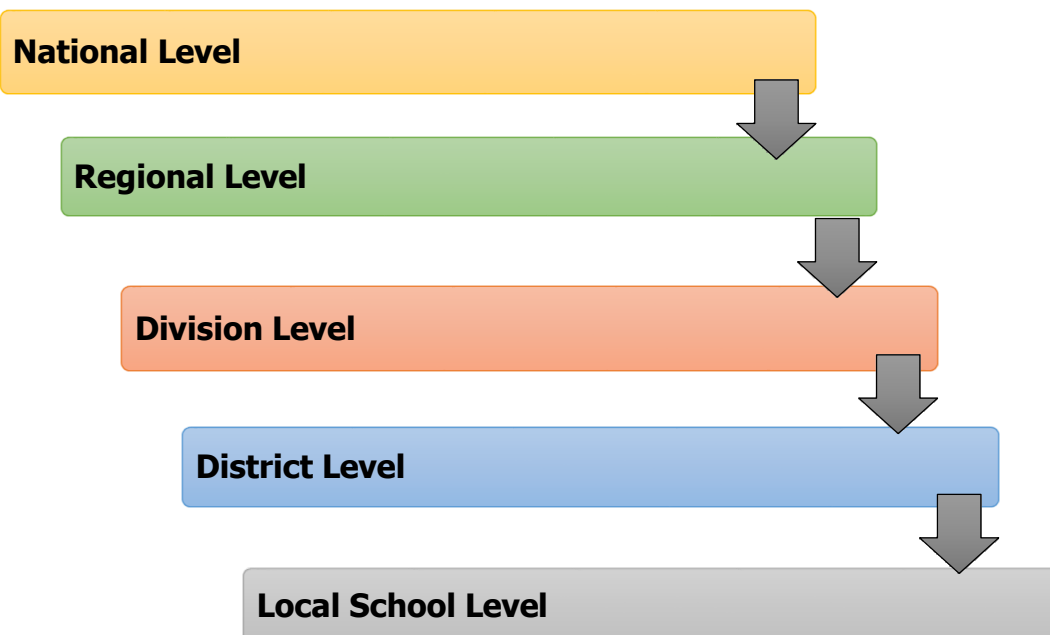
## ACQUIRE

### Factors to consider in Curriculum Implementation

1. Government Requirements- include memoranda, policies, guidelines, and requirements from the varied agencies such as Dep Ed and CHED and TESDA.
2. School Philosophy, vision and Mission, and Core Values-must be considered when selecting specific contents and learning experiences for all students enrolled in each program
3. Learning Environment-Includes the various school facilities such as laboratories, classrooms, libraries, technologies, and many more
4. Needs and Demands of Society Curriculum can address these needs in the macro level by adding subjects or contents, or in the local school level by integrating specific competencies in the various syllabi,
5. The needs of the students- including interests, are considered when the school develops academic policies and in the preparation of course syllabi.
6. Faculty expertise- The faculty is considered as the most important asset in each school.
7. The changing Nature of Knowledge –includes the theories and research from different areas and professional organizations that are influential in the implementation of the curriculum.

### LEVELS OF CURRICULUM IMPLEMENTATION

Philippines follows a centralized system of curriculum development and implementation that starts from the national level down to the local school Level.



## **1. National Level**

Through the leadership of the Secretary of Education, the Undersecretaries, assistant secretaries, and different Bureau officers are responsible for the following:

- Formulating national educational policies;
- Formulating a national basic education plan
- Promulgating national educational standards;
- Monitoring and assessing national learning outcomes;
- Undertaking national educational research and studies;
- Enhancing the employment status, professional competence, welfare, and working conditions of all personnel of the Department; and
- Enhancing the total development of learners through local and national programs and/or projects.

## **2. Regional Level**

Consistent with the national educational policies, plans, and standards, the regional office under the Regional Director shall be responsible for the following:

- Defining a regional educational policy framework which reflects the values, needs, and expectations of the communities they serve;
- Developing a regional basic education plan;
- Developing regional educational standards with the view toward bench-making for international competitiveness;
- Monitoring, evaluating, and assessing regional learning outcomes;
- Undertaking research projects and developing and managing region-wide projects which may be funded through official development assistance and/or other funding agencies;
- Ensuring strict compliance with prescribed national criteria for the recruitment, selection, and training of all staff in the region and divisions;
- Formulating, in coordination with the regional development council, the budget to support the regional educational plan which shall take into account the educational plans of the divisions and districts
- Determining the organization component of the divisions and districts and approving the proposed staffing pattern of all employees in the divisions and districts;
- Hiring, placing, and evaluating all employees in the regional offices, except for the position of assistant director;
- Evaluating all school division superintendents and assistance division superintendents in the region;
- Planning and managing the effective and efficient use of all personnel, physical and fiscal resources of the regional office, including professional staff development;
- Managing the database and management information system of the region; and

- Approving the establishment of public and private elementary and high schools and learning centers.

### **3. Division Level**

A division consists of a province or a city. Consistent with the national educational policies, plans, and standards, the division levels through the leadership of the Division Superintendent shall be responsible for the following:

- Developing and implementing division education development plans;
- Planning and managing the effective and efficient use of all personnel, physical, and fiscal resources of the division, including professional staff development;
- Hiring, placing, and evaluating all division supervisors and school district supervisors as well as all employees in the division, both teaching and non-teaching personnel, including school heads, except for the assistant division superintendent;
- Monitoring the utilization of funds provided by the national government and the local government units to the schools and learning centers;
- Ensuring compliance of quality standards for basic education programs and for the purpose strengthening the role of division supervisors as subject areas specialists;
- Promoting awareness of and adherence by all schools and learning centers to accreditation standards prescribed by the Secretary of Education; and
- Supervising the operations of all public and private elementary, secondary and integrated schools, and learning centers.

#### **4. School District Level**

A school's district level through the leadership of the District Supervisor is responsible for the following:

- Providing professional and instructional advice and support to the school heads and teachers/facilitators of schools and learning centers in the district or cluster thereof; or
- Curricula supervision.

### **5. School Level**

Consistent with the national educational policies, plans, and standards, the school level through the leadership of school heads is responsible for the following:

- Setting the mission, visions, goals, and objectives of the school;
- Creating an environment within the school that is conducive to teaching and learning;
- Implementing the school curriculum and being accountable for higher learning outcomes;
- Developing the school education program and school improvement plan;
- Offering educational programs, projects, and services which provide equitable opportunities for all learners in the community.



- Introducing new and innovative modes of instruction to achieve higher learning outcomes;
- Administering and managing all personnel, physical, and fiscal resources of the school;
- Recommending the staffing complement of the school based on its needs;
- Encourage staff development;
- Establishing school and community networks and encouraging the active participation of teacher's organizations, non-academic personnel of public schools, and parents-teachers-community associations; and
- Accepting donations, gifts, bequests, and grants for the purpose of upgrading teachers' learning facilitators' competencies, improving and expanding school facilities, and providing instructional materials and equipment.

Currently, the different offices of the Department of education are doing their best in ensuring a smooth and efficient implementation of the K-12 Education Program of the Philippines. Under the Republic Act 10533 or the Enhanced Basic Education Act of 2013, Kindergarten and Senior High School were added to the Philippine basic education system. This ensures that our education system for basic education is at par with the international standards and to prepare Filipino students to meet the needs and demands of a knowledge-based society.

For higher education institutions (HEIs) in the country, the Commission on higher Education (CHED) was established under Republic Act No. 7722, otherwise known as the Higher Education Act of 1994. Contrary to DepED, the CHED has two levels: The Central Office (national level) and the Regional Offices. The CHED Central Office focuses on the development of policies and sets the national direction for higher education in the country.

The CHED Office for Program Standards (OPS) is responsible for curricular matters. The CHED issues a memorandum order (CMO) per program to serve as a guide to HEIs on the courses that should be offered per program, admission and retention policies, administrative requirements, faculty requirements, library and laboratory requirements, and others. Experts in different Technical Panels and Technical Committees to help the Commission in the development of these CMOs preprogram. All curricular changes and application for new curricular offerings from HEIs are reviewed and recommended for approval by the OPS to the Commission en banc.

The Regional Offices of CHED is responsible for the monitoring and implementation of the policies and guidelines developed by the Central Office. The monitoring work is done with the help of regional experts on different fields known as Regional Quality Assurance Team (RQuAT). It is their duty to ensure that all HEIs in their regions comply with CHED requirements and policies.

States colleges and universities must seek the approval of their academic councils and their corresponding board of regents for any curriculum changes and

curriculum proposals before these curriculum proposals are sent to CHED for approval. Exempted in the process is the University of the Philippines System. The UP system does not follow the CHED prescribed curriculum. For UP, any curriculum proposal must be approved by its university council and the UP Board of Regents.

Private HEIs may also add more subjects as institutional requirements per program based on the mission, vision, and philosophy of the HEI concerned. For state universities and colleges, their individual charters guide their program offerings.

This process is shown in Figure 15. The regional offices of CHED check the compliance of these HEIs to the CMO issued by the commission.

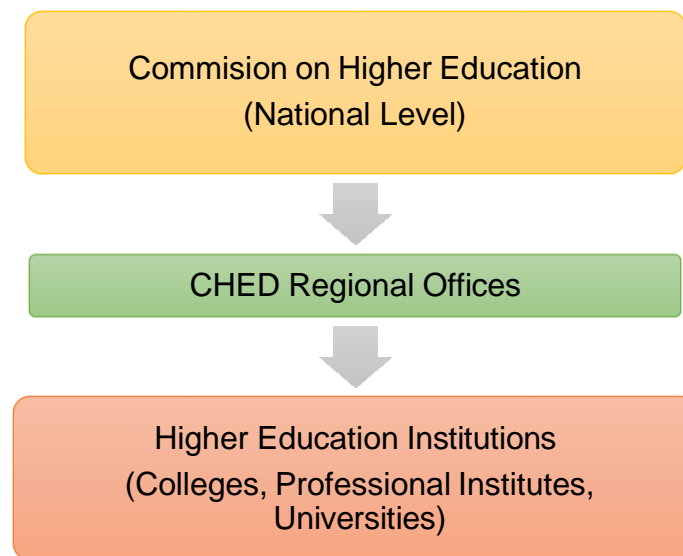


Figure 15. Levels of Curriculum Implementation at the Higher Education Level

The academic freedom of individual HEI and faculty members also highly influences curriculum development in higher education. Curricular revisions are presented and approved by the university council and the case of state universities and colleges. For private HEIs, the curriculum committee and the councils of deans presided by the Vice President for Academic Affairs approve any curriculum proposal made in any department or college. Each faculty member, whether in public or private HEI, develops a syllabus for his or her subject guided by the faculty expertise and their academic freedom.

For vocational and technical courses, the Technical Education Skills Development Authority (TESDA) is the government agency that prescribes the curriculum and other requirements for the implementation of the program. Each course is implemented through modules, designed and implemented based on

specific competencies prescribed. All the specific requirements and facilities, including the requirement training and certification for each faculty who will teach each course are prescribed by TESDA.

## **APPLY**

Instructions:



Look at your degree plan, determine the subject offerings integrated on it that you think address several issues and concerns faced by society today. Prove your point.

## **ASSESS**

Assume the role of an expert authorized to craft a curriculum. What major recommendations are you going to propose in the present course offerings in your degree program that address the present dilemma on COVID 19 pandemic.

## CHAPTER 6: ASSESSING THE CURRICULUM

### LESSON 1 – CHARACTERISTICS OF A GOOD CURRICULUM

<b>Introduction</b>	<p>This chapter discusses the characteristics of a good curriculum and the different assessment strategies. Its purpose is to guide teachers and learners understand the processes in assessing the curriculum.</p>
<b>Module Outcomes</b>	<p>At the end of the unit, the learners must have:</p> <ol style="list-style-type: none"> <li>1. discussed the characteristics of a good curriculum</li> <li>2. identified different assessment strategies and tools in assessing the curriculum</li> <li>3. determined which assessment strategy is most appropriate for a particular curriculum expectation</li> <li>4. acquired a clear understanding of curriculum assessment</li> </ol> <div style="text-align: center;">  </div> <p style="text-align: center;"> <a href="https://study.com/academy/lesson/identifying-the-scope-of-curriculum-development.html">https://study.com/academy/lesson/identifying-the-scope-of-curriculum-development.html</a> </p>
<b>Learning Outcomes</b>	<p>At the end of the lesson, the students must have:</p> <ol style="list-style-type: none"> <li>1. identified the characteristics of a good curriculum</li> <li>2. discussed the characteristics of a good curriculum</li> <li>3. defined curriculum evaluation</li> </ol>
<b>ACTIVATE:</b>	<p style="text-align: center;"> <a href="https://tinycards.duolingo.com/decks/4qfTUX5W/professions">https://tinycards.duolingo.com/decks/4qfTUX5W/professions</a> </p> <div style="display: flex; align-items: center;"> <div style="flex: 1;">  </div> <div style="flex: 1; padding-left: 20px;"> <p>➤ Say something about the pictures shown above.</p> <p>➤ Are these professions needed in our society?</p> </div> </div>

## ACQUIRE

### What are the Characteristics of a Good Curriculum?

A good curriculum must possess specific characteristics in the pursuit of the aims of education the schools are to pursue. A good curriculum includes the following:

#### **1. The curriculum is continuously evolving.**

The educational system we Filipinos benefit from today is the result of a lengthy and meticulous process of evaluation and change. It has evolved through various periods to reach its current state.

For a curriculum to be effective, it requires ongoing monitoring and evaluation. It must adapt its educational activities and services to meet the needs of a modern and dynamic community.

In essence, a good curriculum is a progressive one.

#### **2. The curriculum is based on the needs of the people.**

When developing a curricular program, it is crucial to start with the concerns of the people it serves. A good curriculum should reflect the needs of both individuals and society as a whole. It must be well-structured to address contemporary challenges and make education more responsive to its clientele.

#### **3. The curriculum is democratically conceived.**

A good curriculum is the result of collaborative efforts from individuals across various sectors of society. These contributors bring insights into the interests, needs, and resources of both learners and the broader community. Essentially, a curriculum is a collective creation, shaped by the combined knowledge and energy of many.

#### **4. The curriculum is the result of a long-term effort.**

A good curriculum is a lengthy and meticulous process. It involves extensive planning, management, evaluation, and development over a significant period of time.

#### **5. The curriculum is a complex of details.**

A good curriculum ensures the availability of appropriate instructional equipment and conducive learning environments. It encompasses various elements such as the student-teacher relationship, guidance and counseling programs, health services, school and community projects, libraries, laboratories, and other school-related work experiences.

**6. The curriculum provides for the logical sequence of subject matter.**

It is widely recognized that learning is a developmental process. Therefore, classes and activities should be designed to ensure the orderly progression of subject matter and the step-by-step advancement of learners. A good curriculum facilitates smooth transitions and continuous achievement from one subject, classroom, grade, or school to another, ensuring a seamless educational experience.

**7. The curriculum complements and cooperates with other programs of the community.**

The curriculum is designed to be responsive to community needs. Schools actively contribute to the enhancement and realization of ongoing community programs. This cooperative effort between schools and the community fosters greater productivity and mutual support.

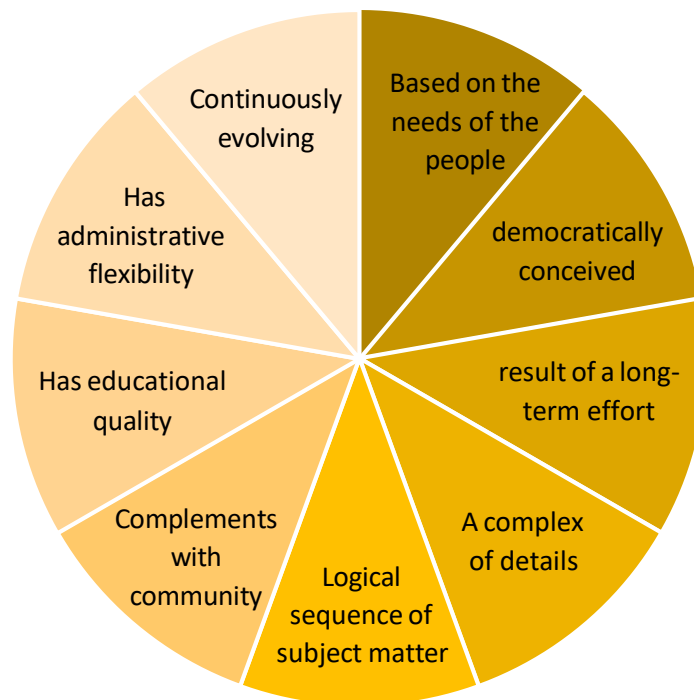
**8. The curriculum has educational quality.**

Quality education harnesses an individual's intellectual and creative capacities for social welfare and development. A well-designed curriculum aids learners in reaching their full potential. To ensure its efficient and effective implementation, a robust curriculum support system is established to supplement existing resources.

**9. The curriculum has administrative flexibility**

A good curriculum should be adaptable, ready to incorporate changes as needed. It must remain open to revision and development to address the evolving demands of globalization and the digital age.

## Characteristics of a Good Curriculum



## What are Marks of a Good Curriculum?

Here are some marks of a good curriculum which may be used as criteria for evaluation purposes given by J. Galen Saylor.

### 1. A good curriculum is systematically planned and evaluated.

- ❖ A definite organization is responsible for coordinating, planning and evaluation.
- ❖ Steps in planning and evaluation are logically defined and taken.
- ❖ Ways or working utilize the contributions of all concerned.

### 2. A good curriculum reflects adequately the aims of the school.

- ❖ The faculty has defined comprehensive educational aims.
- ❖ The scope of the curriculum includes areas related to all stated aims.
- ❖ Each curriculum opportunity is planned with reference to one or more aims.
- ❖ In planning curriculum opportunities from year to year and in each area, teachers consider the total scope of aims.

**3. A good curriculum maintains balance among all aims of the school.**

- ❖ The curriculum gives attention to each aim commensurate with its importance.
- ❖ The total plan of curriculum opportunities in basic areas, school activities and special interests reflects careful planning with respect to all aims.
- ❖ Guidance of each individual helps provide him with a program which is well-balanced in terms of his needs and capacities.
- ❖ The school organization, schedule, and facilities help in giving appropriate attention to each aim.
- ❖ Classroom activities and schedules are arranged so as to provide a balanced program of varied learning activities.

**4. A good curriculum promotes continuity of experience.**

- ❖ Provisions are made for the smooth transition and continuing achievement of pupils from one classroom, grade or school to another.
- ❖ Curriculum plans in areas which extend over several years are developed vertically.
- ❖ Classroom practices give attention to the maturity and learning problems of each pupil.
- ❖ Cooperative planning and teaching provide for exchange of information about pupil's learning experiences.

**5. A good curriculum arranges learning opportunities flexibly for adaptation to particular situations and individuals.**

- ❖ Curriculum guides encourage teachers to make their own plans for specific learning situations.
- ❖ Cooperative teaching and planning utilize many opportunities as they arise to share learning resources and special talents.
- ❖ Time allotments and schedules are modified as need justifies.
- ❖ In accordance with their maturity, pupils participate in the planning of learning experiences.
- ❖ The selection of learning experiences reflects careful attention to the demands of the learning situation.

**6. A good curriculum utilizes the most effective learning experiences and resources available.**

- ❖ Learning experiences are developed so that pupils see the purpose, meaning and significance in each activity.
- ❖ Needed available resources are utilized at the time they are relevant and helpful.
- ❖ Use of the right learning resource for each pupil is encouraged.
- ❖ Teachers discriminate wisely between activities which pupils carry on independently and those in which teacher-pupil interaction is desirable.



**7. A good curriculum makes maximum provision for the development of each learner.**

- ❖ The program provides a wide range of opportunities for individuals of varying abilities, needs, and interests.
- ❖ Extensive arrangements are made for the educational diagnosis of individual learners.
- ❖ Self-directed, independent study is encouraged wherever possible and advisable.
- ❖ Self –motivation and self-evaluation are stimulated and emphasized throughout the learning opportunities of the school.
- ❖ The curriculum promotes individual development rather than conformity to some hypothetical standard.
- ❖ The school attempts to follow up its former students both as a service to them and for evaluative data.



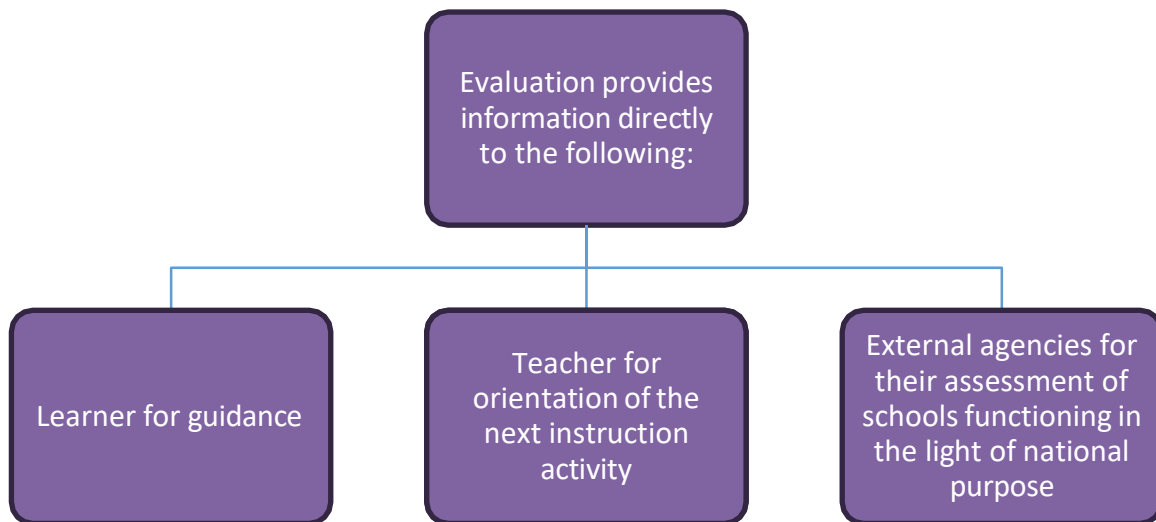
Evaluation involves determining the value of something or the extent to which goals are being met. It is a decision-making process that concludes with judgments about student performance, based on information gathered through assessment. Assessment, on the other hand, is the process of collecting information by reviewing student work, conducting interviews, observing, or testing.

Evaluation is the process of using information that is collected through assessment. The ultimate purpose of any evaluation process that takes place in schools is to improve student learning. (Howell and Nolet, 2000)

Evaluation entails a reasoning process that is based on inference. Inference is the process of arriving at a logical conclusion from a body of evidence. Inference usually refers to the process of developing a conclusion on the basis of some phenomenon that is not experienced or observed directly by the person drawing the inference.

Evaluation is a thoughtful process. We use it to help us understand things. Evaluation has been defined in variety of ways, all of which have at their core the idea of comparison. When we evaluate, we make comparisons between things, note the differences, summarize our findings, and draw conclusion about results (Deno, Winkin, Yavorsky, 1977).

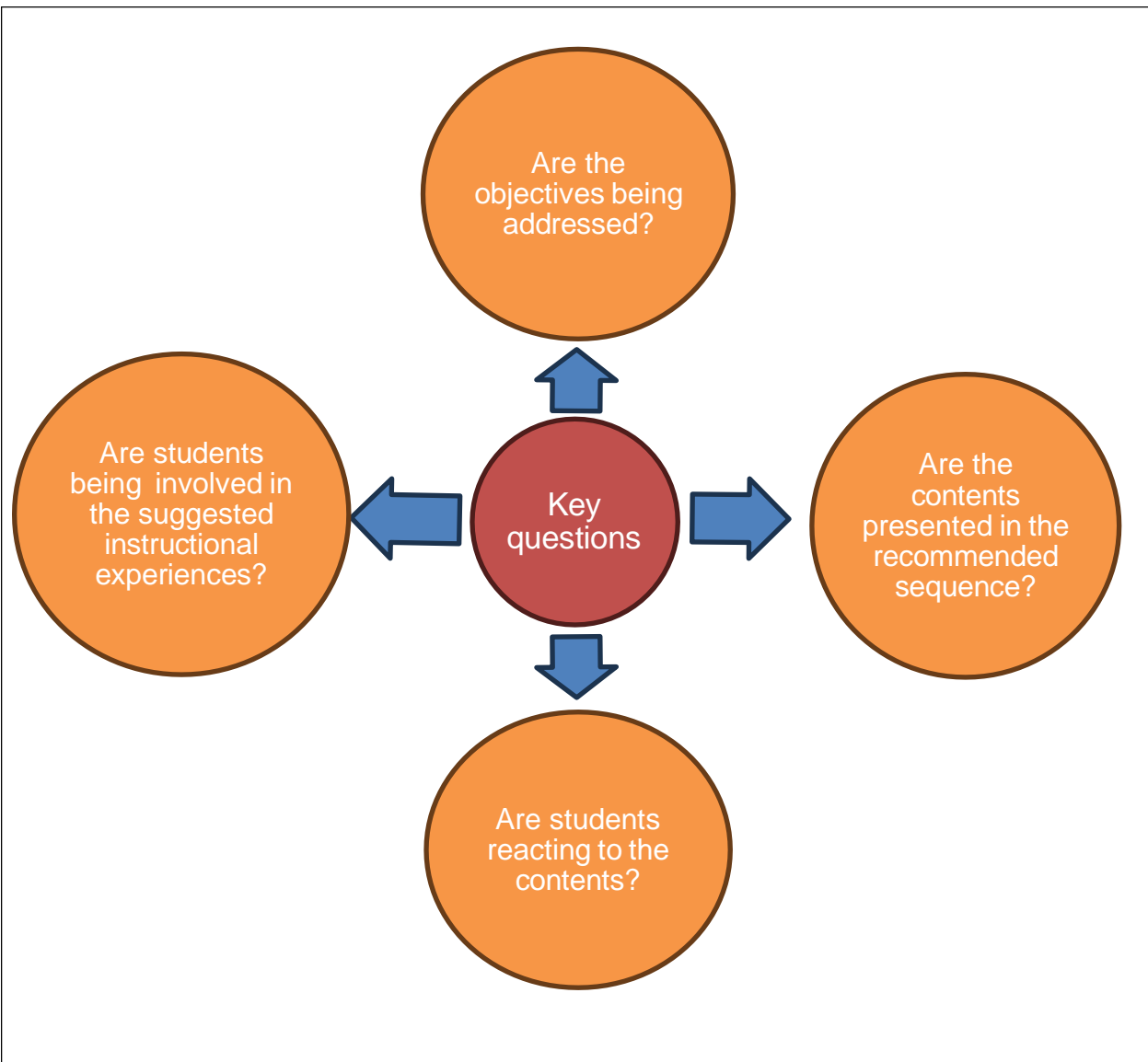
Evaluation is the judgment we make about the assessments of student learning based on established criteria. It involves a process of integrating assessment information from various sources and using this information to make inferences and judgments about how well students have achieved curriculum expectations. Evaluation involves placing a value on and determining the worth of student assessment. Evaluations are usually made so that progress can be communicated to students and parents([www.cals\\_ncsu.edu](http://www.cals_ncsu.edu))



### **What is Curriculum Evaluation?**

*Curriculum evaluation* is the process of obtaining information for judging the worth of an educational program, product, procedure, educational objectives or the potential utility of alternative approaches designed to attain specified objectives (Glass and Worthem, 1997)

Curriculum evaluation focuses on determining whether the curriculum as recorded in the master plan has been carried out in the classroom. In evaluating a curriculum, the following key questions are usually asked:



## Formative and Summative Evaluation

**Summative Evaluation** occurs at the end of a unit or section of instruction, providing a summary of what has been learned. It tells the evaluator what happened after the lesson or project is completed, similar to end-of-year testing.

In contrast, **Formative Evaluation** takes place during the lesson or project, offering insights into what is currently happening. This ongoing process yields information that can be used to adjust and improve the program before it concludes. Summative evaluation "sums up" the learning, while formative evaluation informs ongoing adjustments. (Howell & Nolet, 2000).

**APPLY:**

How do you perceive a good curriculum? Do you think your curriculum is good? Why? Or why not? Write your answer on the space provided.

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**ASSESS:**

Direction: Be able to answer the following.

1. Explain the characteristics of a good curriculum.

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2. How do you define evaluation? Explain the views of different authors. Are there similarities and differences?

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3. What is the difference between summative and formative evaluation? Cite examples for each.

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## CHAPTER 6

### LESSON 2 – CRITERIA FOR CURRICULUM ASSESSMENT

<b>Learning Outcomes</b>	At the end of the lesson, the students must have: 1. acquired clear understanding of what is curriculum assessment 2. explained the criteria in assessing the curriculum
<b>ACTIVATE</b>	
	<ul style="list-style-type: none"> <li>✓ What is your concept about criteria and criteria for curriculum assessment?</li> <li>✓ What do you mean by your concept on criteria?</li> <li>✓ Is there another way to think about the criteria for curriculum assessment?</li> </ul>
<b>ACQUIRE</b>	
	<p><b>Criteria for Curriculum Assessment</b></p> <p>Criteria are a set standard to be followed in assessment. Specifically, as they apply to curriculum, criteria are set standards upon which the elements of the curriculum are being tested. The criteria will determine the different levels of competencies or proficiency of acceptable task performance.</p> <p><b>Criteria for Goals and Objectives</b></p> <p>Goals and objectives outline the curricular expectations and are designed as specific learning outcomes for students. Objectives clearly state what students are expected to learn, indicating the knowledge and skills they will acquire after instruction. These items should reflect the tasks, skills, content, behaviors, and thought processes that constitute the curricular domains, while also aligning with the students' needs.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Goals and instructional objectives are formulated and specified for the following purposes:</b></p> <ol style="list-style-type: none"> <li>1. To focus on curriculum and instruction which give direction to where students need to go.</li> <li>2. To meet the requirements specified in the policies and standards of curriculum and instruction.</li> <li>3. To provide the students' the best possible education and describe the students' level of performance.</li> <li>4. To monitor the progress of students based on the goals set.</li> <li>5. To motivate students to learn and the teachers to be able to feel the sense of competence when goals are attained.</li> </ol> </div> <p>For goals and objectives to be formulated criteria on certain elements should be included according to Howell and Nolet in 2000.</p>

1. Content----- From the objectives, what content should students learn?
2. Behavior ----What will students do to indicate that they have learned?
3. Criterion --- What level of performance should the students have to master the behaviour?
4. Condition--- Under what circumstances should the students work in order to master that behaviour?

Writing effective goals and objectives should also use the following general criteria:

**1. Are the objectives syntactically correct? – Syntactic Correctness**

One of the first ways people think of to tell if an object is good is to look at it to see if it has all its parts. Just like instructional objectives, **teachers need to include logically the elements: content, behaviour, criteria and conditions.**

**2. Do the objectives comply with the legal requirements of the course of subjects? – Compliance with legal requirements**

There should be a direct relationship between the annual goals and the student's present levels of educational performance.

- ❖ The annual goals should describe what the learners can reasonably be expected to accomplish within a given period and given appropriate instructional resources.
- ❖ Short-term instructional objectives should be stated so clearly that it is obvious how we would measure to see if the objectives are met.
- ❖ The objectives should describe a sequence of intermediate steps between a child's present level of educational performance and the annual goals that are established.

**3. Do the objectives pass the stranger test? – The “Stranger Test”**

Goals and instructional objectives must be measurable so that their status can be monitored. This does not mean that they need to be derived from, or linked to, published tests. However, basic measurement principles such as reliability do apply. Probably the simplest way to judge if a goal or objective can be reliably measured is to apply the stranger test (Kaplan 1995). If the goals and instructional objectives pass the **stranger test**, someone not involved in developing the statements – a stranger- could still use them to write appropriate instructional plans and evaluate student progress. Obviously, a stranger could not reliably do so unless the goals and objectives were written in a sufficiently observable and specific form. The secret to stating something in observable form is using behaviours. “Knowing the answer “is hard to measure (because knowing is not directly observable), but “writing the answer “is easy to measure because writing is a behaviour.

**4. Do the objectives address both knowledge and behaviour? -Both knowledge and behavior are addressed**

The stranger test and the need to specify instructional objective in terms that are measurable raise an issue that has proven to be disconcerting to many educators. It is the confusion that seems to arise because, although it is knowledge that we are most often trying to transmit, we need to see behaviors to know if we have succeeded.

The statement of behaviour must be in an objective to provide a measurable indicator of learning. But it is in the learning, not the behaviour that is of primary importance to most teachers. Therefore, when they compose an objective that calls for the student to " ... write the correct spelling of science vocabulary ... they are not teaching the student to write, they are trying to increase knowledge of spelling. Although it is true that the student must do something (like write) for us to know if the knowledge has increased, it is a mistake to focus only on the behaviour. In fact, it would be a mistake to produce an objective that requires writing for a student who can't write, unless your goal is to produce writing.

**5. Do they pass the "so what" test? – The "So-What" Test**

The **so-what test** speaks of validity. Because the purpose of education is to prepare people to be socially competent, the **so-what test** asks whether the goals and instructional objectives are important. This is more difficult test than the **stranger test** because it involves value judgements about the curriculum and speculation on about the child's long-term needs.

**6. Are the objectives aligned? –Individualization**

Appropriate goals and instructional objectives are derived from assessment data. They must be aligned with the students' present level of educational performance and student's goals.

**7. Do they make common sense? -Common Sense**

Instructional objective doesn't have to fit into one sentence and trying to make them do so can be very confusing. Objectives tell what the student will learn, not descriptions of what the teacher will do or what process the student will follow to learn.

**Criteria for Assessment of Instruction**

Another crucial element of the curriculum that requires assessment criteria is instruction. Instruction involves the implementation of the objectives and focuses on the methodologies and strategies used in teaching.

The following section describes instruction and the criteria which will be used for its assessment. But before doing that, let us be familiar first with the approaches to instruction. These are:

**1. Supplative Approach** – this is referred to as “direct” instruction (Adams & Englemann, 1996). In here, the teacher attempts to promote learning by providing explicit directions and explanations regarding how to do a task. The teacher assumes primary responsibility for linking new information with the students’ prior knowledge and ultimately whatever the students learn. With this approach, information is presented in an ordered sequence in which component sub skills are taught directly or a foundation for later tasks. This approach to instruction is highly teacher-directed.

**2. Generative Approach** – This is referred to as “constructivist” or “developmental”. In here the teacher functions as a facilitator who takes a less central role in a learning process that is student-directed (Ensminger & Dangel, 1992). The teacher provides opportunities for the students to make their own linkages to prior knowledge and to devise her own strategies for work.

### What are Curriculum Criteria?

Curriculum criteria are guidelines on standard for curriculum decision making. The objectives of the **curriculum or teaching plan** are the most important curriculum criteria, since they should be used in selecting learning experiences and in evaluating learning achievement. The criteria are stated in the form of questions as follows.

1. Have the goals of the curriculum or teaching plan been clearly stated; and are they used by teachers and students in choosing content, materials and activities for learning?
2. Have teacher and students engaged in student-teacher planning in defining the goals and in determining how they will be implemented?
3. Do some of the planned goals relate to the society or the community in which the curriculum will be implemented, or the teaching will be done?
4. Do some of the planned goals relate to the individual learner and his or her needs, purposes, interest and abilities?
5. Are the planned goals used as criteria in selecting and developing learning materials for instruction?
6. Are the planned goals used as criteria in evaluating learning achievement and in the further planning of learning sub goals and activities?

According to Hass and Parkay (1993) individual differences, flexibility and systematic planning are criteria that depend in part on knowledge of the different approaches to learning.

The criterion questions are as follows:

1. Does the curriculum or teaching include alternative approaches and plan alternative activities for learning?



2. Have the different learning theories been considered in planning alternative learning approaches and activities?
3. Has the significance of rewarded responses, transfer, generalization, advance organizers, self-concept, meaningfulness of the whole, personal meaning, imitation, identification and socialization been considered in the planning?

### **APPLY**

#### Activity # 1

- Look for a partner (Group Chat), discuss criteria for curriculum assessment.

#### Activity # 2

- Online research on the strengths and weaknesses of curriculum assessment in public schools.

Note: Send your output thru e-mail or GC (Output will be done in Power point Presentation)

### **ASSESS**

Direction: Be able to answer the following. Write your answer on 2 pages' short size bond paper.

What are the criteria for writing effective goals and objectives? Give the guidelines for each criterion. Cite examples.

- A. Why are goals and objectives formulated?
- B. What should be included when formulating goals and objectives?
- C. What do you mean by instruction? What about curriculum criteria?

## CHAPTER 6

### LESSON 3 – TOOLS FOR CURRICULUM ASSESSMENT

<b>Learning Outcomes</b>	<p>At the end of the lesson, the students must have:</p> <ol style="list-style-type: none"> <li>1. identified assessment strategies and tools used in assessing the curriculum.</li> <li>2. discussed why these strategies and tools used in assessing the curriculum</li> <li>3. appreciated the assessment strategies and tools used to assess the curriculum</li> </ol>
<b>ACTIVATE</b>	
<p>This lesson will bring you to the strategies and tools used to assess the curriculum. You will be able to determine which assessment strategy is most appropriate for a particular curriculum expectation and the tool that should be used by analyzing the purposes and characteristics of each strategy and tool. You will also bring to this lesson your personal experiences on how your performance in school has been assessed.</p>	
<b>ACQUIRE</b>	
<p><b>What are Assessment Strategies?</b></p> <p>Assessment strategies are the structures through which student knowledge and skills are assessed. These are:</p> <ol style="list-style-type: none"> <li>1. Pencil – and –Paper strategy Examples: essay, quiz/test/exam, select response</li> <li>2. Performance –based-strategy Examples: performance task, exhibition &amp; demonstration</li> <li>3. Observational Example: observation (noted)</li> <li>4. Personal communication Examples: conference and interview</li> <li>5. Oral Examples: question and answer, classroom presentation</li> <li>6. Reflective Examples: self-assessment, response journal</li> <li>7. Combination of Strategies Example: Portfolios</li> </ol> <p><b>1. PENCIL–AND- PAPER STRATEGY</b></p> <p>A. The Essay</p> <p><b>Definition:</b> The essay:</p>	

- is a writing sample used to assess student understanding and/ or how well students can analyze and synthesize information;
- is a pencil –and-paper assessment where a student constructs a response to a question, topic or brief statement;
- provides the student with opportunity to communicate his/her reasoning in a written response

**Purpose:**

The essay is used to:

- assess the student's ability to communicate ideas in writing,
- measure understanding and mastery of complex information

**B. The Select Response**

**Definition:**

The select response:

- is a pencil-and-paper assessment in which the student is to identify the one correct answer;
- is commonly used procedure for gathering formal evidence about student learning, specifically in memory, recall and comprehension.

**Purpose:**

The select response is used to:

- test student learning of subject/ content knowledge (facts, concepts, principles or generalizations, procedures)
- assess prerequisite knowledge (e.g. when communicating in a second language, students can be assessed on vocabulary prior to a conversation in that language)

## **2. THE PERFORMANCE-BASED STRATEGY**

**A. The Performance Task**

**Definition:**

The performance task:

- is an assessment which requires students to demonstrate a skill or proficiency by asking them to create, produce, or perform;
- may be an observation of a student or group of students performing a specific task to demonstrate skills and / or knowledge through open-ended, "hand-on" activities.

**Purpose:**

The performance task is used to:

- provide an efficient means of assessment where the skill cannot be demonstrated with a pencil-and-paper test;
- enable learners to demonstrate abilities, skills, attitudes, and behaviors;
- provide information about a learner's ability to organize, draw on prior knowledge and experience, improvise, choose from a range of strategies, represent learning and make decisions to complete a task;

- test skills in the affective, cognition, psychomotor, and perceptual domains.

#### B. The Exhibition / Demonstration

**Definition:**

The exhibition/ demonstration:

- is a performance in which a student demonstrates individual achievement through application of specific skills and knowledge;
- is used to assess progress in tasks that require students to be actively engaged in an activity (e.g. performing an experiment)

**Purpose:**

The exhibition / demonstration is used to:

- allow students to show achievement of a skill or knowledge by requiring the student to demonstrate that skill or knowledge in use.

### 3. THE OBSERVATIONAL STRATEGY

**Definition:**

Observation:

- is a process of systematically viewing and recording student behaviour for the purpose of making programming decisions; permeates the entire teaching process by assisting the teacher in making the decisions required in effective teaching.

**Purpose:**

Observation:

- Provides systematic, ongoing information about students in relation to areas of strengths and weaknesses, preferred learning styles, unique interests, learning needs, skills, attitudes, behaviour, and performance related expectations.

### 4. PERSONAL COMMUNICATION STRATEGY

#### A. The Conference

**Definition:**

The conference:

- is a formal or informal meeting between among the teacher and student and / or parent;
- has a clear focus on learning for discussion

**Purpose:**

The conference is used to:

- exchange information or share ideas between among the individuals at the conference;
- explore the student's thinking and to suggest next steps;
- assess the student's level of understanding of a particular concept or procedure

- enable a student to move ahead more successfully on a particular piece of work;
- review, clarify, and extend what the student has already completed;
- Help students internalize criteria for good work.

#### B. The Interview

##### **Definition:**

The interview:

- is a form of conversation in which all parties (teacher, student and parent) increase their knowledge and understanding

##### **Purpose:**

The interview is used to:

- focus on inquiry where the purpose of the meeting is based on investigation;
- explore the student's thinking
- assess the student's level of understanding of a particular concept or procedure;
- gather information, obtain clarification, determine positions and probe for motivations;
- help determine student's understanding of qualities of good work.

## **5. ORAL STRATEGY**

#### A. The Questions and Answers

##### **Definition:**

Questions:

- are posed by the teacher to determine if students understand what is being/ has been presented or to extend thinking, generate ideas or problem- solve.

Answers:

- provide opportunities for oral assessment when the student responds to a question by speaking rather than by writing.

##### **Purpose:**

Questions and answers are used to:

- provide a mechanism which monitors a student's understanding while assessing student progress (what they know and can do);
- gather information about a student's learning needs

#### B. The Classroom Presentation

##### **Definition:**

The classroom presentation:

- is an assessment which requires students to verbalize their knowledge, select and present samples of finished work and organize thoughts, in order to present a summary of learning about a topic.

**Purpose:**

The classroom presentation is used to:

- provide summative assessment upon completion of a project or an essay.
- assess students when it is inappropriate or difficult to test a student's understanding or knowledge with pencil-and – paper test

## **6. THE REFLECTIVE STRATEGY**

### **A. Self- Assessment**

**Definition:**

Self-assessment

- is the process of gathering information and reflecting on one's own learning;
- is the student's own assessment of personal progress in knowledge, skills, processes or attitudes;
- leads a student to a greater awareness and understanding of himself or herself as a learner.

**Purpose:**

Self-assessment is used to:

- assist students to take more responsibility and ownership of their learning;
- provide insights and information that enable students to make decisions about their learning and to set personal learning goals
- use assessment as a means of learning
- focus on both the process and products of learning
- help students critique their own work
- help students internalize the characteristics / criteria of quality student work

### **B. The Response Journal**

**Definition:**

The response journal:

- provides frequent written reflective responses to a material that a student is reading, viewing, listening to, or discussing

**Purpose:**

The response journal is used to:

- record personal reflections, observations, and interpretations.

## **7. COMBINATION OF STRATEGIES**

### **A. The Portfolio**

**Definition:**

The Portfolio:

- is a purposeful collection of samples of a student's work that is selective, reflective, and collaborative.
- demonstrates the range and depth of the student's achievement, knowledge, and skills over time and across a variety of contexts.
- has student involvement in selection of portfolio materials as part of the process;
- as a visual presentation of a student's accomplishments, capabilities, strengths, weaknesses and progress over a specified time.

**Purpose:**

The portfolio is used to:

- document typical student work and progress
- provide a comprehensive view of the student's progress, efforts and achievements;
- reflect growth and progress but may serve different purposes during the year
- provide a focus for student reflection on their own learning;
- build a student's sense of responsibility for his/ her own learning
- build a student's confidence in her/ his abilities as a learner
- promote an ongoing process where students demonstrate, assess and revise in order to improve and produce quality work

## **RECORDING DEVICES / TOOLS**

Recording devices provide various means of organizing the recordings of information about student achievement. Teachers can choose or develop recording devices which suit the teacher's style, the students and the activity or learning being assessed. These are:

1. Anecdotal records
2. Checklist
3. rating scale
4. rubric
5. learning log

### **1. The Anecdotal Record**

**Definition:**

The anecdotal record:

- is a short narrative describing both a behaviour and the context in which the behaviour occurred;
- should objectively report specific and observed behaviors;
- describes student performance in detail and in writing.

**Purpose:**

The anecdotal record is used to:

- provide an ongoing record of written observations of student progress;

- to record objectively, significant observations that are not part of a formal assessment which might otherwise be forgotten or remembered incorrectly;
- record observations of unanticipated performances, behaviors, incidents, or events.

## **2. The Checklist**

### **Definition:**

The checklist:

- is a list of actions or descriptions that a rater (teacher) off as the particular behavior or expectation is observed;
- is a written list of performance criteria which is used to assess student performance through observation, or may be used to assess written work;
- is a list of skills, concepts, behaviors, processes, and / or attitudes that might, or should, occur in a given situation.

### **Purpose:**

The checklist is used to:

- record whether a specific skill or behavior was “evident” or “not evident”
- record the presence or absence of specific behaviors in given situations
- record a performance that can and should be shown to students to help them see where improvement is needed.

## **3. The Rating Scale**

### **Definition:**

The rating scale:

- is a simple tool for assessing performance on a- several point scale ranging from low to high. It may have few as 3 points, or as many as 10 points;
- assesses the extent to which specific facts, skills, attitudes, and / or behaviors are observed in a student’s work or performance;
- is based on a set of criteria which allow the teacher to judge performance, product, attitude and / or behavior a long a continuum
- is used to judge the quality of a performance

### **Purpose:**

The rating scale is used to:

- provide detailed diagnostic information on a student’s performance, product, attitude, behavior in reference to pre-stated criteria
- record the frequency or even the degree to which a student exhibits a characteristic;
- record the range of student achievement in relation to specific behaviors
- describe performance along a continuum



## **4. The Rubrics**

### **Definition:**

The rubric:

- is a series of statements describing a range of levels of achievement of a process, product or a performance;
- contains brief, written descriptions of the different levels of student performance;
- defines desired expectations with specific performances outlined for each level;
- is a descriptive rating scale which requires the rater to choose among the different levels;
- uses criteria and associated descriptions to assess the actual performance.

### **Purpose:**

The rubric is used to:

- summarize both student performance and product against pre-stated criteria;
- make scoring of student performance more precise than using a list of items;
- provide a clear description of what “quality” work looks like.

## **5. The Learning Log**

### **Definition:**

The learning log:

- is a going record by the student of what he /she does while working on a particular task or assignment;
- makes visible what a student is thinking and/ or doing through frequent recordings over time

### **Purpose:**

The learning log is used to:

- show student progress and growth over time;
- provide the student with the opportunities to gather and interpret information, to ask questions, and to make connections.

### **Non-Test Monitoring and Assessment**

Many of the following suggestions are similar to the suggested teaching strategies. Those who advocate increased use of non-test monitoring and assessment argue that instruction and assessment at their best are intertwined. Good instruction involves observing and analyzing student performance and the most valuable assessment activities should be learning experiences as well.

1.	<b>Oral and written reports</b> - Students research a topic and then present either orally or in written form.
2.	<b>Teacher observation</b> – The teacher observes students while they work to make certain the students understand the assignment and are on task. Example: Cooperative Learning.
3.	<b>Journal</b> – Students write daily on assigned or personal or personal topics. Example: What is the thing you remember about yesterday's lesson.
4.	<b>Portfolio of student's work</b> – Teacher collects samples of student's work and saves for determined amount of time. Example: Dated sample of student's writing, test, etc.
5.	<b>Slates or hand signals</b> – Students use slates or hand signals as a means of signaling answers to the teacher. Example: Review questions – write answers and hold up slate.
6.	<b>Games</b> – Teachers utilize fun activities to have the students practice and review concepts. Example: Science trivia
7.	<b>Projects</b> – The students research on a topic and present it in a creative way.
8.	<b>Debates</b> – The students take opposing position on a topic defend their position. Examples; The pros and cons of an environment legislation.
9.	<b>Checklist</b> – The teacher will make a list of objectives that students need to master and then check off the skill as the student masters it.
10.	<b>Cartooning</b> – Students will use drawings to depict situation and ideas. Example environmental issues
11.	<b>Models</b> – The students produce a miniature replica of a given topic. Example: Molecules
12.	<b>Notes</b> – Students write a summary of a lesson.
13.	<b>Daily assignments</b> – The students complete work assigned on a daily basis to be completed at the school or home. Example: Worksheets issues
14.	<b>Anecdotal record</b> – The teachers record a student's behavior. Example: A daily log of a student's success.
15.	<b>Panel</b> – A group of students verbally present information. Example: A discussion presenting both the pros and cons of the environmental issues.
16.	<b>Learning centers</b> – Student use teacher provided activities for hands-on learning. Example: An activity folder on frog dissection.
17.	<b>Demonstration</b> – Students present a visual enactment of a particular skill or activity. Example: Proving that air has a weight.
18.	<b>Problem solving</b> – student follow a step-by-step solution of a problem.
19.	<b>Discussions</b> – Students in a group verbally interact on a given topic. Example: Gender issues
20.	<b>Organize note sheets and study guides</b> – Students collect information to help pass a test. Example: one 3 x 5 note card with information to be used during a test.

APPLY	
<p>Activity # 1</p> <p>➤ Create a group chat (at least 4 members) and discuss about the different assessment strategies and recording tools used by your teachers during your junior and senior high school years. Write your answer below:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
<p>Activity # 2</p> <p>➤ With the same groupings, share your observations how these strategies are done and the tools utilized.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
ASSESS	
<p>Identify what assessment strategies described by each statement in column A. Write your answer on the blank provided in column B. Send your answers thru GC.</p>	
Column A- Statements	Column B- Answers
1.An assessment which requires students to demonstrate a skill or proficiency by asking them to create, produce, or perform	
2. A pencil-and-paper assessment in which the student is to identify the one correct answer	
3. It is a performance in which a student demonstrates individual achievement through application of specific skills and knowledge	

4. A process of systematically viewing and recording student behaviour for the purpose of making programming decisions; permeates the entire teaching process by assisting the teacher in making the decisions required in effective teaching.	
5. It is a formal or informal meeting between among the teacher and student and / or parent.	
6. It is a going record by the student of what he /she does while working on a particular task or assignment.	
7. These are posed by the teacher to determine if students understand what is being/ has been presented or to extend thinking, generate ideas or problem- solve.	
8.It is the student's own assessment of personal progress in knowledge, skills, processes or attitudes.	
9. A purposeful collection of samples of a student's work that is selective, reflective, and collaborative.	
10. A series of statements describing a range of levels of achievement of a process, product or a performance and a descriptive rating scale which requires the rater to choose among the different levels;	



## RUBRICS FOR PROBLEM SOLVING IN MATHEMATICS

CATEGORY	Weight	4	3	2	1
<b>Mathematical Errors</b>	<b>30%</b>	90-100% of the steps and solutions have no mathematical errors.	Almost all (85-89%) of the steps and solutions have no mathematical errors.	Most (75-84%) of the steps and solutions have no mathematical errors.	More than 75% of the steps and solutions have mathematical errors.
<b>Explanation</b>	<b>20%</b>	Explanation is detailed and clear.	Explanation is clear.	Explanation is a little difficult to understand, but includes critical components.	Explanation is difficult to understand and is missing several components OR was not included.
<b>Neatness and Organization</b>	<b>15%</b>	The work is presented in a neat, clear, organized fashion that is easy to read.	The work is presented in a neat and organized fashion that is usually easy to read.	The work is presented in an organized fashion but may be hard to read at times.	The work appears sloppy and unorganized. It is hard to know what information goes together.
<b>Diagrams and Sketches</b>	<b>15%</b>	Diagrams and/or sketches are clear and greatly add to the reader's understanding of the procedure(s).	Diagrams and/or sketches are clear and easy to understand.	Diagrams and/or sketches are somewhat difficult to understand.	Diagrams and/or sketches are difficult to understand or are not used.
<b>Completion</b>	<b>20%</b>	All problems are completed.	All but one of the problems are completed.	All but two of the problems are completed.	Several of the problems are not completed.

<https://blog.neolms.com/the-role-of-rubrics-in-performance-based-education/>

## CHAPTER 6

### LESSON 4 – INTENDED, IMPLEMENTED AND ACHIEVED CURRICULUM

<b>Learning Outcomes</b>	At the end of the lesson, the students must have: <ol style="list-style-type: none"> <li>1. described an intended, implemented and achieved curriculum.</li> <li>2. explained the relationships between an intended and implemented and achieved in the curriculum process</li> </ol>
<b>ACTIVATE</b>	
	<ol style="list-style-type: none"> <li>1. What is an intended curriculum?</li> <li>2. What is an implemented curriculum?</li> <li>3. What is an achieved curriculum?</li> </ol>
<b>ACQUIRE</b>	
<b>Purpose of Curriculum Assessment</b> <p>Curriculum assessment involves gathering information to be used in evaluation. This process is a crucial component of the system's approach to curriculum development. The data and information collected through various methods are analyzed to inform important decision-making processes.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Curriculum assessment may achieve the following purposes:</p> <ol style="list-style-type: none"> <li>1. Highlight curriculum expectations</li> <li>2. Gather information about what students know and can do.</li> <li>3. Motivate students to learn better.</li> <li>4. Motivate and encourage teachers to meet the identified needs of students</li> <li>5. Provide evidence to tell how well the students have learned.</li> <li>6. Obtain feedback that helps teachers, students and parents make good decisions to guide instruction.</li> </ol> </div> <p>The parameters of assessments in this lesson will include the intended curriculum, the implemented curriculum and the achieved curriculum and the achieved curriculum.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Intended Curriculum</b> – refers to a set of objectives established at the beginning of any curricular plan. It outlines the goals, specific purposes, and immediate objectives to be achieved. Essentially, the intended curriculum answers what the curriculum makers aim to accomplish. There are specific indicators used to measure the effectiveness of the intended curriculum, ensuring it aligns with the overall educational goals.</p> </div> <p>Among the indicators are stated questions which can be answered. Examples of the questions are the following:</p> <ol style="list-style-type: none"> <li>1. Are the objectives achievable within the learners' developmental levels?</li> <li>2. Can the objectives be accomplished within the time frame?</li> <li>3. Are the resources adequate to accomplish the objectives?</li> <li>4. Are the objectives specific and clear?</li> <li>5. Are there ways of measuring the outcomes of the objectives?</li> </ol>	

6. Are the objectives observable?
7. Are the objectives doable?
8. Are the objectives relevant?
9. Overall, are the objectives SMART?

**Implemented Curriculum** – This refers to the various learning activities or experiences designed for students to achieve the intended curricular outcomes. Often, numerous activities are included in the curriculum, but they may not always accomplish the stated objectives. It's crucial to ensure that each activity aligns with and supports the achievement of these objectives to maximize the effectiveness of the curriculum.

Sometimes, there are extra activities done but are not specified in the objectives. To assess the implemented curriculum the following questions can be addressed:

1. Are the learning activities congruent with the stated objectives?
2. Are the materials and methods appropriate for the objectives set?
3. Does the teacher have the skill to implement the activities or use the strategy?
4. Does the teacher utilize the various ways of doing to complement the learning styles of the students?
5. Are there alternative activities for the learners to do to accomplish the same objectives?
6. Are there activities provided to address the individual differences?
7. Do the activities provide maximum learning experiences?
8. Do the activities motivate the learners to do more and harness their potentials?
9. Do the activities utilize multiple sensory abilities of the learners?

**Achieved Curriculum** – refers to the outcomes based on the intended and implemented curriculums. It represents the final product, which can be learning outcomes or tangible materials like books, modules, or instructional materials. An achieved curriculum must align with the objectives and activities conducted. It indicates performance relative to the objectives and activities, often described by test scores or other performance indicators measured by evaluation tools. To measure the achieved curriculum, the following questions should be addressed.

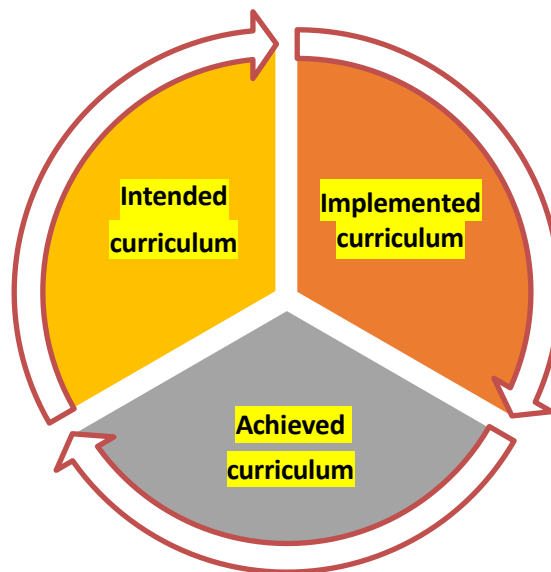
1. Do the learning outcomes achieved by the learners approximate the level of performance set at the beginning of the curriculum?
2. Are the learning outcomes achieved higher or lower than the objectives set?
3. Do the achieved learning outcomes reflect the knowledge, skills, attitudes and skills intended to be developed?
4. How many percent of the learners in the same class perform higher than the level set at the beginning?



5. Do the curricular outcomes reflect the goals and the aspirations of the community where the curriculum was implemented?

Each type of curriculum can be assessed independently and in comparison with the other three components.

The figure below summarizes the relations among the three kinds of curriculum.



Each type of curriculum should be linked to one another. Any gap along the line will make the connection weak and will lead to obstacles in the accomplishment of the overall purpose of the curriculum.

#### APPLY

##### **Activity # 1** – Matching the Intended, Implemented and Achieved Curriculum

Be able to search sample lesson plans/ or borrow the lesson plan of your former teacher in the elementary or secondary (field of specialization) and answer the following:

1. Identify the intended curriculum. (Objectives)
2. Identify the implemented curriculum (Activities and Materials)
3. Identify the achieved curriculum (Test results based on the lesson evaluation)
4. Record your findings in the matrix shown below

A. Intended Curriculum	B. Implemented Curriculum	C. Achieved Curriculum

5. Analyze your matrix.

a. Does A match with B? Explain.

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b. Does B match with C? Explain.

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c. Does A match with C? Explain.

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## Activity # 2

Interview a classroom teacher in a private / public elementary or high school. (Preferably within your locality). Ask her/ him to answer the following:

1. What are the teaching plans that you do every day? Give at least three.

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2. Do you implement these plans? How?

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3. If you implement these plans, how do you evaluate/ assess?

After you have asked and recorded the information, write these in a paragraph form.

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## ASSESS

Below are statements that refer either to the *intended*, *implemented*, or the *achieved* curricula. Identify each one of them.

- \_\_\_\_\_ 1. To prepare a meal for elderly people.
- \_\_\_\_\_ 2. Learners are going on a field trip in Boracay.
- \_\_\_\_\_ 3. Accomplished project plan sheet in judging the project made.
- \_\_\_\_\_ 4. To identify the most visited tourist attraction in the Philippines.
- \_\_\_\_\_ 5. Determining the level of performance in an 80-item summative test.
- \_\_\_\_\_ 6. A return demonstration by the students on measuring dry and liquid ingredients.
- \_\_\_\_\_ 7. A rubric was used to evaluate the students' portfolio.
- \_\_\_\_\_ 8. Group reporting on assigned topic.

## CHAPTER 7: CURRICULUM DEVELOPMENT REFORMS AND INNOVATIONS

<b>Introduction</b>	<p>With the ASEAN integration and with the demand brought about by the fast-changing society, it is most likely that curricular developments and innovations will happen. In curriculum, development reforms and innovations are being introduced to keep pace with the changing world. This module brings you to some curricular development reforms and innovations both in local and around the globe.</p>
<b>Module Outcomes</b>	<p>At the end of the lesson, the learners must have:</p> <ol style="list-style-type: none"><li>1. analyzed the different types of curriculum development reforms and innovations</li><li>2. appreciated the positive contribution of curricular reforms and innovations in the education system.</li><li>3. gained comprehensive understanding on the different types of curriculum development reforms and innovations in local and international</li></ol> <div data-bbox="592 1018 1274 1528">The image shows the official logo of the Association of Southeast Asian Nations (ASEAN). It consists of a central red circle with a yellow emblem resembling a stylized flower or a traditional Southeast Asian motif, with the word 'asean' in blue lowercase letters below it. Surrounding this central logo are the national flags of the ten member states: Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam, arranged in a circular pattern with arrows pointing outwards from the center.</div> <p><a href="https://asean.usmission.gov/on-the-asean-ministerial-meeting/">https://asean.usmission.gov/on-the-asean-ministerial-meeting/</a></p>

## CHAPTER 7

### LESSON 1– OUTCOMES- BASED EDUCATION

<b>Learning Outcomes</b>	At the end of the lesson, the students must have: 1. defined what is outcomes-based education 2. identified the four principles in OBE 3. described how teaching and learning relate to OBE
<b>ACTIVATE</b>	
	<ul style="list-style-type: none"><li>✓ What is Outcomes-Based Education about?</li><li>✓ How will OBE address the 21<sup>st</sup> century teachers?</li><li>✓ What essential principles should be followed by teachers in either planning instruction, teaching and assessing learning?</li></ul>
<b>ACQUIRE</b>	

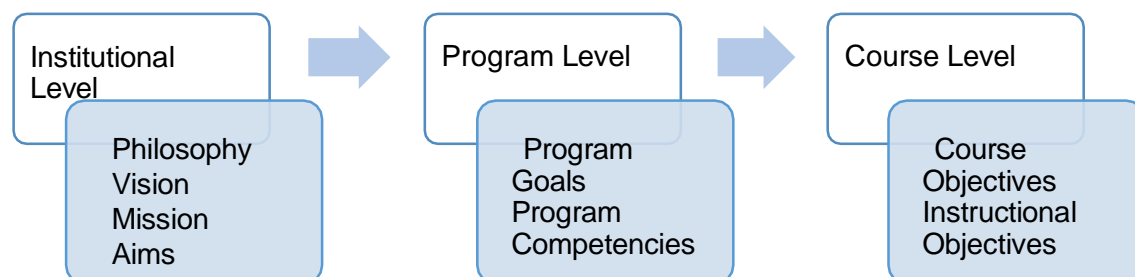
Outcomes-based education (OBE) is a leading curriculum innovation in higher education today, emerging as a requirement for fields like engineering, nursing, and tourism. The ASEAN education framework mandates that all higher education institutions adopt OBE (Pawilen, 2019).

OBE is a curriculum design that ensures coherent, logical, and systematic alignment across different outcome levels. It connects the essential curriculum elements: intent, content, learning experiences, and evaluation. As a curriculum design, it aims to provide the necessary instructional support, learning environment, and administrative systems based on desired outcomes developed by higher education institutions. It also supports the quality assurance system (Pawilen, 2019).

An educational outcome is essentially a culminating demonstration of learning (Spady, 1993), detailing what students should achieve by the end of a course (Davis, 2003). Outcomes are clear learning results that students must demonstrate after significant learning experiences, reflecting their competence in using content, information, ideas, and tools effectively (Spady, 1994).

At the institutional level, outcomes include the institution's philosophy, vision, mission, and aims, outlining what it hopes to contribute to society. At the program level, they encompass goals, program competencies, and course outcomes that all students should master. At the instructional level, outcomes are the learning objectives for each course. At any level, outcomes should be mission-driven, evidence-based, and learning-focused.

### **Different Levels and Types of Outcomes**



OBE as a curriculum design allows higher education institutions to create curricula tailored to the needs of students and societal demands. It encourages educational institutions to clearly focus and organize the learning environment to support student development and curriculum implementation. This involves starting with a clear understanding of what is important for students to achieve, then structuring the curriculum, instruction, and assessment to ensure this learning occurs. OBE is an approach to planning, delivering, and evaluating instruction that requires administrators, teachers, and students to concentrate on the desired educational outcomes (Spady, 1994). Consequently, it involves restructuring curriculum, assessment, and reporting practices to emphasize high-order learning and mastery rather than merely accumulating course credits. When designing a curriculum for OBE, it is crucial to clearly articulate the competencies and standards. Writing learning outcomes in OBE follows Robert Mager's guidelines (1984), which include expected performance, the conditions under which it is achieved, and the standards for assessing quality.

## Two Common Approaches to an OBE Curriculum

1. **Traditional/ Transitional Approach** emphasis student mastery of traditional subject-related academic outcomes (usually with a strong focus on subject-specific content) and cross-discipline outcomes (such as the ability to solve problems or to work cooperatively)
2. **Transformational Approach** emphasizes long-term cross-curricular outcomes that are related directly to students' future life roles (such as being a productive worker or a responsible citizen or a parent.).

## Four Essential Principles in OBE

### 1. Clarity of Focus

A clear focus on what teachers want learners to learn. To achieve this, teachers and learners should have a clear picture, in mind what knowledge, skills, values must be achieved at the end of the teaching-learning process.

### 2. Designing Backwards

At the beginning of a curriculum design, the learning outcome has to be clearly defined. What to achieve at the end of the formal schooling is determined at the beginning. Decisions are always traced back to desired results. This means that planning, implementing (teaching) and assessing should be connected to the outcomes.

### **3. High Expectations**

Establishing high expectations, challenging standards of performance will encourage students to learn better. This is linked to the premise that successful learning promotes more successful learning as mentioned by Spady in 1994.

### **4. Expanded Opportunities**

In OBE all students are expected to excel, hence equal expanded opportunities should be provided. As advocates of multiple intelligences say "every child has a genius in him / herself, hence is capable of doing the best"

## **Teaching –Learning in OBE**

Teaching is teaching if learners learn. Learning is measured by its outcome.

Whatever approach to teaching is used, the intent should focus on learning rather than on teaching. Subjects do not exist in isolation, but links between them should be made. It is important that students learn how to learn, hence a teacher should be innovative. How then should teaching learning be done in OBE? Here are some tips:

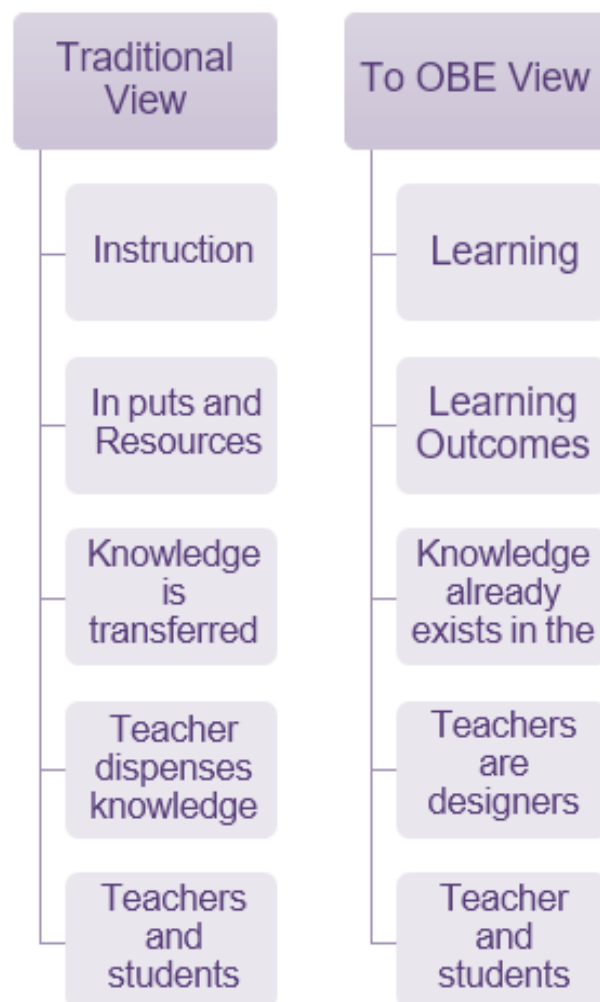
- ❖ Teachers must prepare students adequately. This can be done if the teachers know what they want the students to learn and what learning outcomes to achieve. Prerequisite knowledge is important; thus, a review is necessary at the start of a lesson.
- ❖ Teachers must create a positive learning environment. Students should feel that regardless of individual uniqueness, the teacher is always there to help. Teacher and student relationships are very important. The classroom atmosphere should provide respect for diverse kind of learners
- ❖ Teachers must help their students to understand what they have to learn, why they should learn it (what use it will be now and in the future) and how they will know that they have learned.
- ❖ Teachers must use a variety of teaching methods. The most appropriate strategy should be used considering the learning outcome teachers want the students to achieve. Also to consider are the contents, the characteristics of the students, the resources available and the teaching skill of the teacher. Even if OBE is learner-centered, sometimes more direct, time- tested methods of teaching will be appropriate



❖ Teachers must provide students with enough opportunities to use the new knowledge and skills that they gain. When students do this, they can explore with new learning, correct errors and adjust their thinking. Application of learning is encouraged rather than mere accumulation of these.

❖ Teachers must help students to bring each learning to a personal closure that will make them aware of what they learned.

Here are additional key points in teaching-learning in OBE which show the shifts from a traditional to an OBE view:



**APPLY**

**Activity #1** - Be able to answer the following:

**A.** List down the class activities you have experienced during the last two semesters in this university. Which of the activities you may consider have meaningful learning experiences? Why?

[illegible]

**B. What school activities / projects where your instructor involved you in planning, and implementing these activities? Did you do it by group or team? Discuss how the group / team did their task willingly. Give at least 2 examples.**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## ASSESS

**Direction:** Be able to answer the following. Write your answer on the space provided.

1. What is meant by Outcomes-Based Education?

[illegible]

2. What are the four essential principles of OBE? Discuss each briefly.

[illegible]

# CHAPTER 7


## LESSON 2– THE ENHANCED BASIC EDUCATION ACT OF 2013 (K TO 12)

<b>Learning Outcomes</b>	At the end of the lesson, the students must have: <ol style="list-style-type: none"> <li>1. acquired comprehensive understanding of the K to 12 Basic Education Curriculum reform</li> </ol>
<b>ACTIVATE</b>	


Can you name a profession that falls in each senior high school track shown below?

## Senior High School Curriculum


**SHS CORE CURRICULUM: THE EIGHT (8) LEARNING AREAS**




LANGUAGE




HUMANITIES




COMMUNICATION




MATHEMATICS




PHILOSOPHY



SCIENCE




SOCIAL SCIENCE




P.E. & HEALTH

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**SHS TRACKS**




ACADEMIC\*



TECHNICAL-VOCATIONAL-  
LIVELIHOOD



SPORTS



ARTS & DESIGN

\*The Academic track includes four (4) strands: Accountancy, Business and Management (ABM); General Academic; Humanities and Social Science (HUMSS); and Science, Technology, Engineering and Mathematics (STEM).

DEPARTMENT OF EDUCATION

[http://industry.gov.ph/wp-content/uploads/2015/05/6th-TID-Usec.-Ocampos- Presentation-on-K-to-12.pdf](http://industry.gov.ph/wp-content/uploads/2015/05/6th-TID-Usec.-Ocampos-Presentation-on-K-to-12.pdf)

## ACQUIRE

Curriculum designers need to enhance the recommended curriculum and propose curricular innovations to respond to the changing landscape in education regionally and globally. Are you aware of some curricular reforms in the Philippines and other countries?

Republic Act 10533, otherwise known as the Enhanced Basic Education Act of 2013, is the latest educational reform in the Philippine Education signed into law by President Benigno Aquino III last May 15, 2013. It is an act enhancing the Philippine Basic Education system by strengthening its curriculum and increasing the number of years for basic education appropriating funds therefore and for other purposes. The Enhanced Basic Education Act of 2013 popularly known as K to 12 includes one (1) year of **kindergarten education**, six (6) years of **elementary education**, and six (6) years of **secondary education**. This six –year secondary education includes four (4) years of **junior high school** and two (2) years of **senior high school**. With K to 12, the existing 10 years of basic education is increased to 12 years with kindergarten education as a prerequisite to entry in Grade 1.

### The K to 12 Curriculum

Section 5 of the Enhanced Basic Education Act of 2013, stipulates the following curricular standards which the curriculum developers adhered to in crafting the K to 12 curriculum:

- a. The curriculum shall be learner-centered, inclusive and developmentally appropriate;
- b. The curriculum shall be relevant, responsive and research-based;
- c. The curriculum shall be culture-sensitive
- d. The curriculum shall be contextualized and global
- e. The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative;
- f. The curriculum shall adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTB-MLE) which starts from where the learners are and from what they already knew proceeding from the known to unknown; instructional materials and capable teachers to implement the MTB-ML, curriculum shall be available;
- g. The curriculum shall use the spiral progression approach to ensure mastery of knowledge and skills after each level; and

- h. The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts. The production and development of locally produced teaching materials shall be encouraged, and approval of these materials shall devolve to the regional and division education units.

### **Curriculum Tracks**

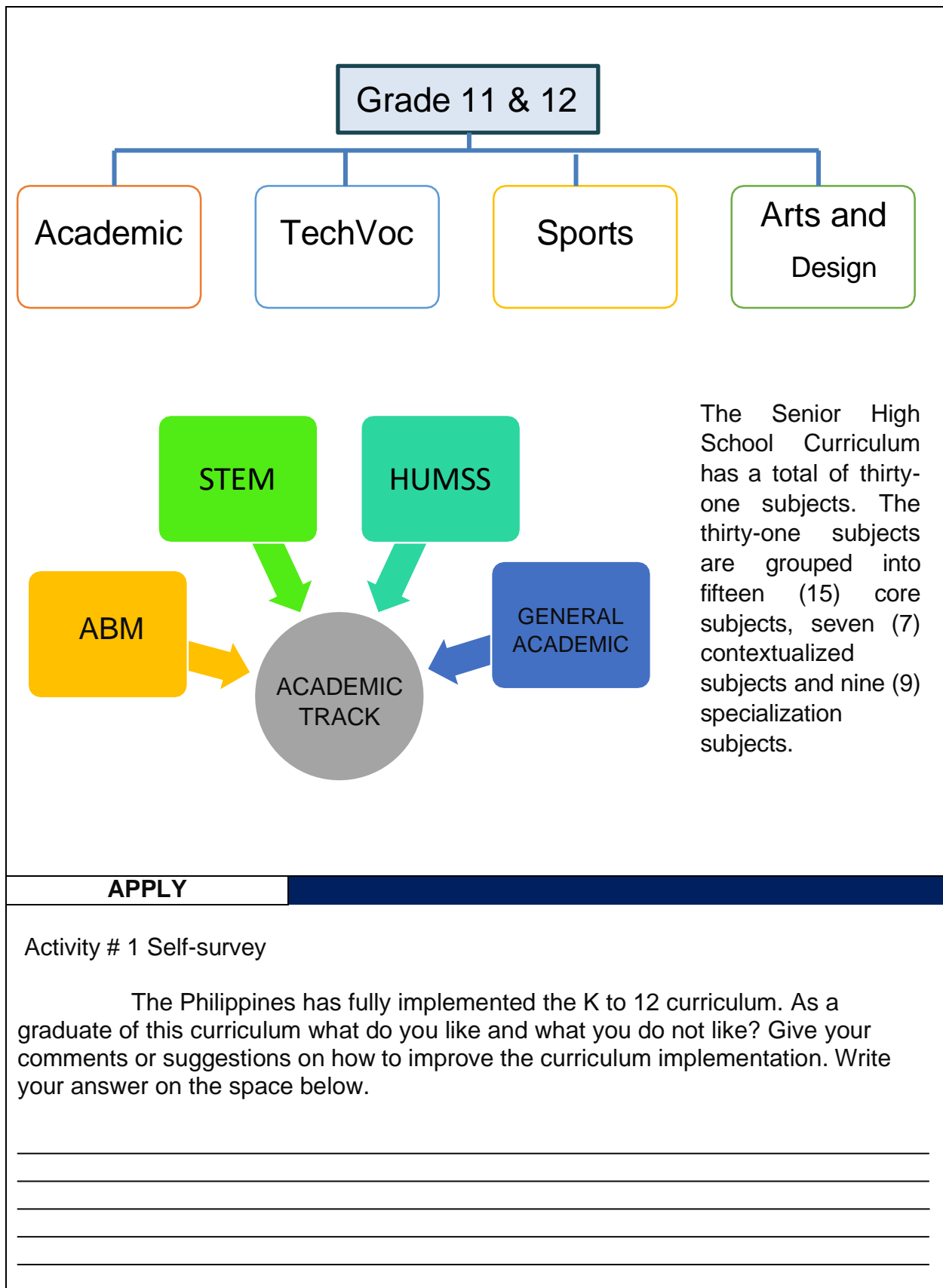
The student after undergoing Senior High School can choose among four tracks: Academic; Technical-Vocational –Livelihood; and Sports track and Arts and Design track. The Academic track includes four strands: Accountancy, Business, Management (ABM); Humanities and Social Sciences (HUMSS); Science, Technology Engineering, Mathematics (STEM); and General Academic Strand (GAS).

### **Core Curriculum**

For the description of its learning areas refer to DepEd Memo 13, s,2013

### **The Senior High School Curriculum**

There are four tracks in Senior High School. These are Academic track, TechVoc track, Sports, and Arts and Design Track. The academic track has four strands namely 1) Science, Technology, Engineering and Math (STEM), 2) Humanities and Social Sciences (HUMSS), 3) Accounting, Business and Management (ABM) and 4) General Academic Strand (GAS). This means that at Grade 11, a student chooses which track to pursue and if he/she chooses the academic he/she must also choose which strand. If a student intends to go to college after Grade 12, then he/she must take the academic track. The college program which he/she wants to enroll in determines which strand to take- STEM, HUMSS, Sports, and Arts and Design. If a Grade 12 graduate wants to pursue TechVoc courses in Technical Education Skills Development Authority (TESDA), he/she takes the TechVoc track. He/she who is interested in Arts and Design will pursue the Arts and Design track. The Sports track will be for any sports-minded Grade 12 graduate.



[illegible]

## ASSESS

Reflect on the statement “The K to 12 curriculum prepares the students for the world of work, middle level skills development, entrepreneurship and college education.” Being a product of this curriculum, which of these areas are you prepared for? Give your comment.

[illegible]



## CHAPTER 7

### LESSON 3 – OTHER CURRICULUM REFORMS AND INNOVATIONS

<b>LEARNING OUTCOMES</b>	At the end of the lesson, the students must have: 1. analyzed the different types of curriculum innovations
<b>ACTIVATE</b>	



<https://www.robotlab.com/blog/10-strategies-for-online-learning-during-a-coronavirus-outbreak>



<https://www.pinterest.ph/pin/546905948493965865/>



<https://9to5mac.com/2020/04/03/zoom-vulnerabilities/>



<https://knowledgeworks.org/resources/student-centered-classroom-2/>

- What is your observation on these pictures?
- Would you like to share your understanding of these images?
- How do these images relate to our education today?

## ACQUIRE

### A. Multicultural Curriculum

A multicultural curriculum aims to foster cultural literacy and understanding. Schools employ various strategies and approaches to achieve this, often through cultural awareness activities that introduce students to different customs, songs, literature, foods, and historical places from various countries as part of daily lessons. However, cultural awareness alone is insufficient for developing true cultural understanding. Every aspect of material culture has a context and a story to tell. Therefore, a more concrete program is needed to help learners and teachers experience and understand these cultural aspects within the classroom.

Banks (1994) identified five dimensions that schools can adopt to implement a multicultural curriculum. These dimensions are instrumental in developing cultural literacy and promoting cultural understanding in educational settings.

1. Content Integration deals with the extent to which teachers use examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in their subject area or discipline.
2. The Knowledge Construction Process consists of methods, activities, and questions teachers use to help students to understand, investigate, and determine how implicit cultural assumptions, frames of reference, perspectives, and biases within discipline influence the ways in which knowledge is constructed.
3. Prejudice Reduction describes the characteristics of students' attitudes and strategies that can be used to help them develop more democratic attitudes and values.
4. Equity Pedagogy exists when teachers modify their teaching ways that will facilitate the academic achievement of students from diverse racial, cultural, ethnic, and gender groups.
5. An Empowering School Culture and Social Structure involves the restructuring of the culture and organization of the school so the students from the diverse racial, ethnic, and gender groups will experience quality.

There are many ways in which a multicultural curriculum can be developed and implemented. Bennett (1999) proposed a multicultural curriculum focusing on six goals:

- (1) develop multiple historical perspectives
- (2) strengthen cultural consciousness
- (3) Strengthen intercultural competence
- (4) combat racism, sexism, and other forms of prejudice and discrimination
- (5) increase awareness of the state of the planet and global dynamics
- (6) build social action skills

Following these ideas, it is important to develop teaching strategies and instructional materials that promote the development of cultural literacy and cultural understanding among teachers and learners.

## **B. Differentiated Curriculum**

Differentiation is a philosophy that allows teachers to strategically plan to meet the diverse needs of learners in today's classrooms. A differentiated curriculum, therefore, takes into account the unique characteristics, interests, gender, and other individual traits of learners. It enhances learning by making it learner-centered and dynamic. This approach enables teachers to tailor the curriculum to the nature and needs of their students, providing equal opportunities for both fast and slow learners to master lessons and develop holistically.

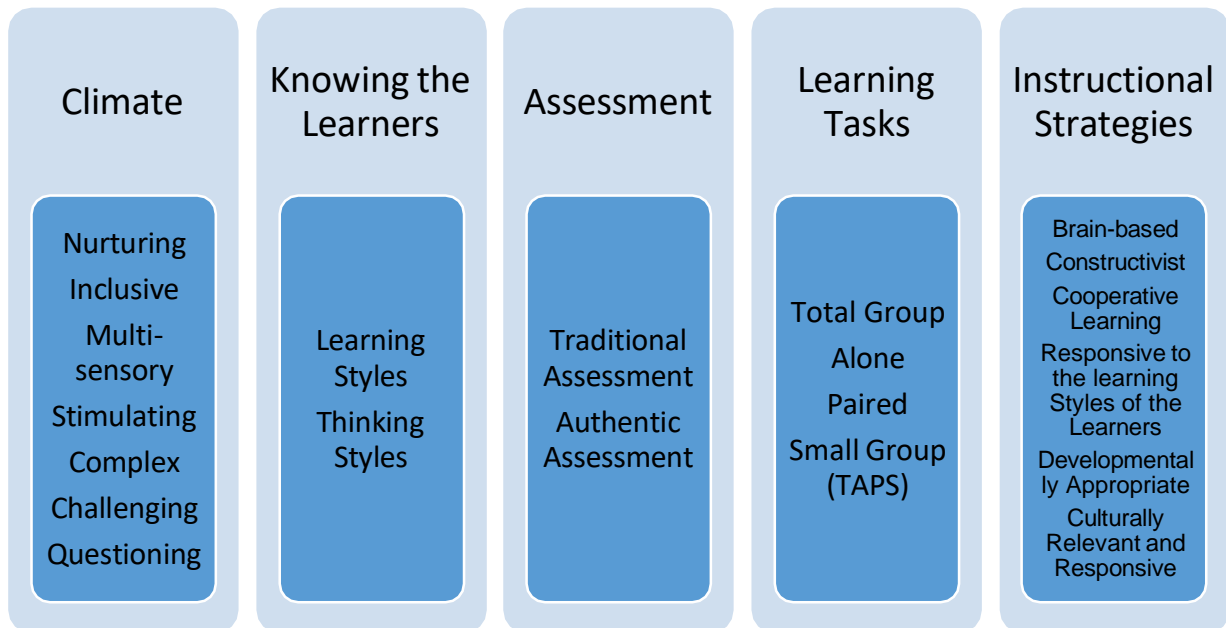
As a curriculum innovation, a differentiated curriculum is designed to engage learners in meaningful classroom activities. Lessons are carefully selected, learning experiences are crafted based on learners' styles, and assessment tools are varied to accommodate different needs.

According to Gayle Gregory and Carolyn Chapman (2002), there are six steps in planning differentiated learning.

- (1) set standards
- (2) define content
- (3) activate prior knowledge
- (4) acquire new knowledge
- (5) apply and adjust the learning
- (6) assess learning.

These procedures are useful in developing differentiated classrooms that respond to different types of learners. Gregory and Chapman (2002) also suggested a framework for selecting learning experiences for differentiated learning. This framework can help teachers select instructional strategies; suggest strategies for grouping students; and reflect on what type of assessment tools can be used for a particular lesson.

## Framework for Selecting Activities for Differentiated Instruction



The diversity of learners in schools necessitates a curriculum and learning environment that are inclusive and learner-centered. Differentiation can enhance the quality of instructional materials and address curriculum issues related to gender sensitivity, cultural sensitivity, and other concerns. Therefore, it is crucial to provide teacher orientation and training on differentiated learning strategies and approaches.

### C. Technology Integration in the Curriculum

Technology presents numerous opportunities to enhance teaching, learning, and the overall education system. The Internet, for instance, provides a wealth of information that people may need. Beyond being a repository of knowledge, the Internet offers various ways to discover and share information. Today, almost anything is possible with a single click using any search engine.

Technology integration is breaking geographical barriers in education, creating new spaces for meaningful learning. It enables connections and interactions with other schools, educators, and institutions worldwide. Numerous innovations in education, from basic to graduate levels, are associated with or influenced by technology integration.

Some of these innovations are:

- Distance education;
- Computer-assisted instruction;
- Online learning;
- Teleconferencing;
- Online libraries;
- Webinars;
- Online journals; and
- E-books

ICT literacy is rapidly becoming a crucial form of literacy that every learner needs to acquire and master. It also necessitates that all teachers become ICT literate to effectively use technology to enhance their teaching methods. Additionally, it is vital for teachers to instruct students on responsible technology use, particularly given the widespread popularity of social networking and other technological innovations.

### **D. Indigenous Curriculum**

The concept of an indigenous curriculum emerged from a vision to make the curriculum relevant and responsive to the needs and context of indigenous people. It connects the curriculum with the culture and history of the society. It emphasizes the importance of incorporating indigenous knowledge systems into the existing curriculum. The author's earlier research on indigenous curriculum offered a framework for integrating indigenous knowledge with the curriculum and outlined several dimensions that serve as a foundation for developing an indigenous curriculum:

- 1) Construct knowledge so that the young children understand how experiences, personal views, and other people's ideas influence the development of scientific concepts and scientific knowledge.
- 2) Use instructional strategies that promote academic success for children of different cultures.
- 3) Integrate contents and activities that reflect the learners' culture, history, traditions, and indigenous knowledge in the curriculum.
- 4) Utilize community's cultural, material, and human resources in the development and implementation of the curriculum.

Specifically, indigenous curriculum may consider using and implementing the following strategies at the school level:

1. Integrating contents and activities that reflect the learners' culture, history, traditions, and indigenous knowledge in the curriculum
2. Using the local language as the medium of instruction for several subjects like Math, Science, Social Studies, Physical Education, Music, Values Education, and Home Economics and Livelihood Education
3. Involving community folks and local teachers in the development of the curriculum
4. Developing local instructional materials and learning outside the classroom by utilizing various community resources that are available for conducting observations and investigations
5. Using instructional strategies that are relevant to indigenous learning system

As an innovative approach, an indigenous curriculum is rooted in the way of life, traditions, worldview, culture, and spirituality of the people. It serves as an educational pathway that acknowledges the wisdom inherent in indigenous knowledge, which significantly influences the development of young children. This knowledge is ingrained in their daily lives from birth, as they grow up within a social and cultural context that includes family, community, social class, language, and religion. Therefore, an indigenous curriculum is a commendable way to address the needs of indigenous people. The primary reference for developing such a curriculum should be the community, its environment, its history, and its people (Pawilen, 2006, 2013).

#### **APPLY**

Activity: Answer the following questions.

1. Identify the different strategies and approaches done by the teachers in designing a curriculum that is culturally relevant and responsive to the learners.

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2. What are the different curricular and instructional innovations related to ICT integration being implemented in Philippine schools?

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**ASSESS**

Direction: Identify the innovation being described.

- \_\_\_\_\_ 1. A curriculum which aims to promote cultural literacy and cultural understanding.
- \_\_\_\_\_ 2. A curriculum innovation that values the importance of integrating indigenous knowledge systems of the people to the existing curriculum.
- \_\_\_\_\_ 3. A curriculum innovation which utilizes internet to connect and interact with other schools, educators and other institutions from different parts of the world.
- \_\_\_\_\_ 4. A curriculum which is designed to help learners experience learning and to be engaged in doing several meaningful classroom activities.